

FAIRFIELD UNIVERSITY



1983 - 1984

GRADUATE PROGRAMS

COMMUNICATION

EDUCATION

FINANCIAL MANAGEMENT

THE JESUIT UNIVERSITY
OF SOUTHERN NEW ENGLAND

Applications and Information

For applications and additional information, please write or call the appropriate school:

The Graduate School of Corporate and Political Communication

Dean's Office
Faculty Office Building, Room 255
Fairfield University
Fairfield, CT 06430
Telephone: (203) 255-5411, ext. 2527

School of Graduate and Continuing Education

Division of Graduate Studies
Canisius Hall, Room 9
Fairfield University
Fairfield, CT 06430
Telephone: (203) 255-5411, ext. 2249

School of Business

Committee on Graduate Admissions
Faculty Office Building, Room 251
Fairfield University
Fairfield, CT 06430
Telephone: (203) 255-5411, ext. 2662

Fairfield University admits students of any sex, race, color, national or ethnic origin, or physical handicap to all the rights, privileges, programs, and activities generally accorded or made available to students of the University. It does not discriminate on the basis of sex, race, color, religion, national or ethnic origin, or physical handicap in administration of its educational policies, admissions policies, employment policies, scholarship and loan programs, athletic programs, or other University-administered programs.

GRADUATE PROGRAMS



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The University

Fairfield University, founded in 1942, became the 26th institution of *higher* learning operated by the Jesuit Order in the United States — the inheritor of a tradition of learning and scholarship that dates back to 1540, when St. Ignatius Loyola founded the Society of Jesus — the Jesuits — on the principle of active service in the world.

Many Jesuits chose education as their field of service. A basic Jesuit principle, the striving for excellence, led them to create schools that have become renowned for their academic quality. Over the centuries, a Jesuit education has come to mean a high standard of academic and intellectual discipline within Judeo-Christian values.

The majority of Fairfield's faculty are lay people who represent many faiths and many creeds, and students are selected without regard to religion, race, color, sex, national or ethnic origin, or physical handicap. There is one common tie — a commitment to moral and spiritual values. This is the cornerstone of Fairfield's academic philosophy — the search for truth through learning.

Fairfield University is comprised of the College of Arts and Sciences, the School of Business, the School of Nursing, the Graduate School of Corporate and Political Communication and the School of Graduate and Continuing Education.

Located in America's "academic corridor," — that short expanse from New York City to Boston that contains the world's largest concentration of colleges and universities — Fairfield provides access to many cultural, recreational, social and intellectual programs. In addition to its proximity to New York City and all the recreational possibilities available there, the immediate area offers many fine local theaters, cinemas and the performing arts; restaurants, botanical and zoological gardens, and many excellent beaches and boating facilities.

Fairfield's 200-acre campus is among the most beautiful in the country. Created from two large private estates, it retains a gracious, leisured atmosphere. There are many wooded areas, lawns, gardens and pleasant walks, and, from several vantage points, a broad view of the blue waters of Long Island Sound.

Because the University was founded only 40 years ago, all of its buildings are modern and well-suited to the needs of its students. Some of the more outstanding buildings are: the Bannow Science Center; the modern Campus Center; the Nyselius Library; the Recreational Complex; and the newly completed Faculty Office Building.



Accreditation

Fairfield University is fully accredited by the New England Association of Schools and Colleges, which accredits schools and colleges in the six New England States. Accreditation by one of the six regional accrediting associations in the United States indicates that the school or college has been carefully evaluated and found to meet standards agreed upon by qualified educators.

The State of Connecticut Department of Education has approved Fairfield University's education program for teacher certification at the secondary level and the graduate programs which lead to certification in specialized areas of education.

The School of Nursing has been accredited by the National League of Nursing and approved by the Connecticut Department of Higher Education and by the Connecticut State Board of Examiners for Nursing.

In October 1980 the State of Connecticut Department of Higher Education granted licensure for the Master of Science in Financial Management program. In February 1983 the State of Connecticut Department of Higher Education granted full accreditation for the Master of Science in Financial Management program.

The University holds memberships in the American Assembly of Collegiate Schools of Business, American Association of Colleges for Teacher Education, American Council on Education, Association of Jesuit Colleges and Universities, Connecticut Association of Colleges and Universities for Teacher Education, Connecticut Conference of Independent Colleges, Connecticut Council for Higher Education, National Catholic Educational Association, National League for Nursing, New England Business and Economic Association.

Fairfield University complies with the Family Educational Rights and Privacy Act of 1974 (also known as the Buckley Amendment) which defines the rights and protects the privacy of students with regard to their educational records.

This catalogue pertains only to the graduate programs at Fairfield University. It will be useful as a source of continuing reference and should be saved by the student.

The provisions of this bulletin are not to be regarded as an irrevocable contract between Fairfield University and the student. The University reserves the right to change any provision or any requirement at any time.



General Information

Transcripts

Graduate transcript requests should be made in writing to the University Registrar's Office in Canisius Hall. There is a \$2.00 fee for each copy. Students should indicate the program and dates that they attended. In accordance with the general practices of colleges and universities, official transcripts with the University Seal are sent directly by the University. Requests should be made one week in advance of the date they are needed. Requests are not processed during examination and registration periods.

Refund of Tuition

All requests for tuition refunds must be submitted to the appropriate Dean's office immediately after the withdrawal from class. (Fees are *not* refundable.) The request must be in writing and all refunds will be made based on the date notice is received and according to the following schedule:

	Amount refundable
Before first scheduled class	100%
Before second scheduled class	90%
Before third scheduled class	80%
Before fourth scheduled class	60%
Before fifth scheduled class	40%
Before sixth scheduled class	20%
After sixth scheduled class	0

Refund takes 4-6 weeks to process.

Withdrawal

Students who wish to withdraw from a single course, all courses, or the School must submit a written statement of their intention to the appropriate Dean. Failure to attend class or merely giving notice to an instructor does not constitute an official withdrawal and may result in a penalty grade(s) being recorded for the course(s).

University Course Numbering System

Undergraduate

01-99	Introductory courses
100-199	Intermediate courses without prerequisites
200-299	Intermediate courses with prerequisites
300-399	Advanced courses (open to graduate students with permission)

Graduate

400-499	Graduate courses (open to undergraduate students with permission)
500-599	Graduate courses

Financial Aid

See information on scholarships under individual graduate programs in this catalogue.

Guaranteed Student Loans

Under this program, graduate students can borrow up to \$5,000 per year from a bank in their home state. Students with family incomes above \$30,000 per year must submit a needs test.

Generally no interest accrues on the loan while the student is in school and the principal is also deferred until after graduation when an 8% simple interest charge begins to accumulate. Repayment may be extended over a maximum of 10 years.

Reimbursement by Employer

Many corporations, school systems and hospitals have a tuition remission plan for their employees. Students should check with their company about policies and procedures which apply to degree studies.

Tax Deductions

Treasury regulation (1.162.5) permits an income tax deduction for educational expenses (registration fees and cost of travel, meals and lodging) undertaken to: (1) maintain or improve skills required in one's employment or other trade or business, or (2) meet express requirements of an employer or a law imposed as a condition to retention of employment job status or rate of compensation.

Veterans

Veterans may apply educational benefits to degree studies pursued at Fairfield University. Veterans should submit their file number at the time of registration. The Registrar's office will complete and submit the certification form.

Library

The Nyselius Library contains more than 173,000 carefully selected bound volumes, 217,000 microforms and 1,400 journals and newspapers. A new media resources department provides convenient use of audiovisual and other non-print materials. The reference department offers interlibrary loan and online bibliographic search services. The stacks are open to all students and there is study space, primarily at individual carrels, for more than 600 students at one time. For the convenience of the campus community, the library is open more than 100 hours a week except during vacation periods.

Because the library now has an automated circulation system, students must obtain barcode labels for their University I.D. cards at the circulation desk before they can borrow materials.

Campus Ministry

Participation in religious life at Fairfield University is a personal decision. Perhaps because participation is optional, Fairfield has a very active Campus Ministry program. There is a full-time staff of two Jesuit priests and a woman chaplain. One priest lives in a student residence and the other in Southwell Hall, the Campus Ministry house, which is open to students for dinners or meetings.

The ministry team fosters retreats and prayer services, presents seminars on religious and social concerns, and encourages social response and community involvement. All are invited to take part in Loyola Chapel celebrations. The Campus Ministry provides a caring response to graduate students who seek spiritual direction and counseling.

Within 15 minutes of campus, there are houses of worship of many different faiths and denominations. If desired, students will be referred to one of them.

Housing

University residence hall facilities on campus are reserved for undergraduates. However, off-campus housing for graduate students can be arranged on an individual basis through the coordinator of off-campus housing, Loyola Hall.

Student Services

Many of the University's student services are available to students in the graduate schools, and graduate students are invited to participate in the non-academic facets of campus life.

The Campus Center

The Campus Center is the social focal point of the University for all segments of the University community. The Center is open weekdays and Sundays from 8 a.m. to midnight and Fridays and Saturdays from 8 a.m. to 1 a.m.

Included in the Campus Center facilities are: the bookstore (open Monday-Friday, 9 a.m. - 4:30 p.m., telephone 255-2324), game room, mail room (open Monday-Friday, 9:30 a.m. - 3:45 p.m.), ride boards, weekly activities bulletin, and the Stag-Her Inn (Snack Bar open Monday-Thursday, 8 a.m. - midnight; Friday, 8 a.m. - 1 a.m.; Saturday, noon - 1 a.m.; Sunday, noon - 11 p.m.). For more information, call the Campus Center main office from 9 a.m. to 4:30 p.m., ext. 2377.

Recreational Complex

One of the newest additions to the campus is the Recreational Complex. Included in this multi-purpose facility are a 25-meter swimming pool with three diving boards; a fieldhouse unit that can be used interchangeably for badminton, volleyball, tennis and basketball; an indoor jogging area; enclosed courts that can be used for handball and racquetball; two exercise rooms, one for men and one for women; a multi-purpose room that can be used for modern dance, slimnastics and exercising; two saunas and a whirlpool bath; a sunbathing deck; and locker rooms.

Graduate students are eligible to join during each semester they are enrolled. Membership is \$55 per semester, and you must present a valid University I.D. and a current registration receipt. Summer fee information is available at the Rec-Plex. The Recreational Complex office is open from 10 a.m. to 3 p.m. For complete information call between 10 a.m. and 3 p.m. daily, ext. 2603.

Special Events

A continuous series of special events including exhibitions, lectures, films, dramatic and musical programs, and conferences is scheduled throughout the academic year. These events are open to all members of the University community, and most of them are free. For a complete calendar of events contact the Office of Special Events, ext. 2644.

Parking

All vehicles *must* display a valid parking permit and park properly in the designated area. Parking permits may be obtained at Security, Room 3, Loyola Hall. Unauthorized vehicles in handicapped, fire lane or service vehicle spaces will be towed at the owner's expense. Handicapped vehicles must properly display an official State or Fairfield University Handicapped permit. University permits may be obtained through Security. A pamphlet detailing traffic and parking regulations is available at Security.



GRADUATE SCHOOL OF CORPORATE and POLITICAL COMMUNICATION

Master of Arts in Communication

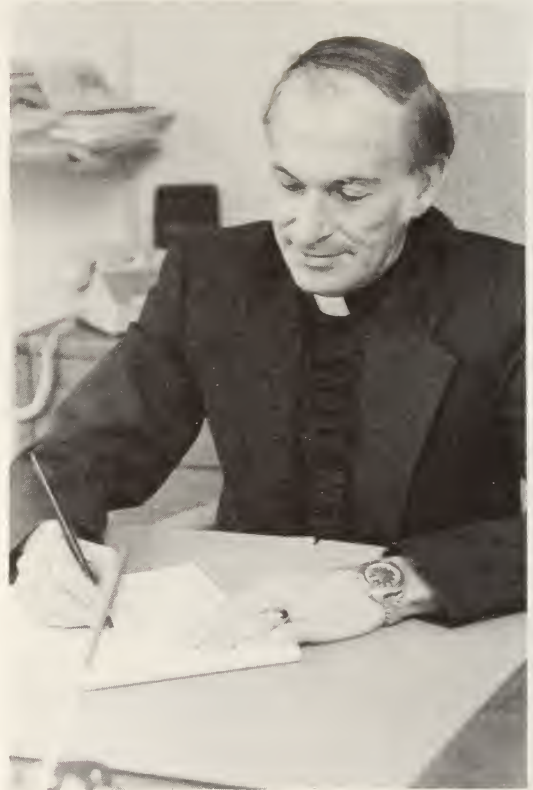
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A Message from the Dean

The Master of Arts degree in Communication has as its objective the integrated understanding of the theory and practice of communication. We believe the comprehensive interdisciplinary, humanistic nature of communication allows students to grow and prepare themselves in a unique way for their future in the human family. The thrust of the program is to study Human Communication in such various forms as: interpersonal, organizational, political, international and intercultural.

It has been estimated that by the year 2000 half of all working people in the United States will be employed in information-related occupations. To meet this challenge of the future we must have not only specialists and refined techniques, but also communicators who possess the breadth which comes from an integrated view of human communication. We welcome your interest in our programs.



A handwritten signature in cursive script that reads "Edward J. Lynch, S.J.".

Edward J. Lynch, S.J.
Dean

The School

The Graduate School of Corporate and Political Communication, founded in 1966, was a response to an emerging concern that had been expressed by communications professionals and by the general public as they looked apprehensively at the impact of modern communication. Its primary objective is to provide a generalist's understanding of the systems, the ethics, the modes, the meanings and the structures of human communication. Many of its students are self-employed professionals; others are sponsored by corporations, educational institutions, social agencies, hospitals and governmental agencies; others enter directly from undergraduate colleges from around the country.

In a subject so fundamental as human communication, we are all learners. It is essential that all those involved share their knowledge, their expertise, research and personal reflections. We must also be open to one another's diverse opinions and viewpoints. If we are to succeed in our quest for understanding, students and faculty alike must participate actively in all classes, seminars and more informal interactions.

To be successful in this interdisciplinary milieu requires constant effort and alertness to build links between diverse courses, concepts, readings and experiences.

Degree and Certificate Programs

Master of Arts

The Master of Arts In Communication degree is offered by the School through its extensive program of communication studies.

Graduate Certificates In Applied Fields

Two programs leading to a Graduate Certificate in an applied field are offered by the school:

- *The Professional Writing Program*
- *The Video Planning, Writing, and Production Program*

Goals and Objectives

The Master of Arts program in corporate and political communication aims at a combination of generalist wisdom and professional competence. It is humanistic in orientation; socially focused through its attention to the corporate-institutional and political-governmental forces which mold human ecologies; and concerned with the intellectual, moral and aesthetic development of the communicator and the media.

Graduates should have a sound understanding of communication theory and practice; and should be able to design, apply and evaluate communication strategies in particular contexts.

Within the bounds of individual personalities and skills, graduates are able to enter a wide variety of professional positions. They are trained as broad communicators with a great potential for growth in chosen work-contexts.

The curriculum also provides the grounding necessary to pursue related doctoral studies.

Admission Procedures

Master of Arts Candidates

A baccalaureate degree from an accredited college or university is the initial prerequisite. Students from some areas of undergraduate concentration may need additional courses for successful graduate study in communication.

Each applicant is evaluated on the basis of scholastic attainments, academic promise, nature of any work experience and seriousness of purpose. Extra consideration is given applicants who have had a period of employment within the field of communication since receiving the baccalaureate degree.

An applicant whose undergraduate record is not entirely satisfactory may be admitted as a *probationary candidate*, if he or she otherwise qualifies on the basis of work experience, or presents other evidence of academic aptitude.

Students put on a probation status may be returned to normal candidacy after a review of their classroom performance by the Dean. A grade of at least B must be attained for each course taken during the probationary period (a minimum of two courses must be taken). A candidate may be dropped from the program unless a grade of at least B is attained during the probationary period.

- **Applications:** should be submitted as early as possible before the entry date preferred, September, January or May. A check or money order for twenty dollars (\$20) must accompany all applications, except in the case of nationals of countries other than the United States and Canada and who are not in the United States at the time of applying.

- **Nondiscriminatory Admission:** Fairfield University admits students of any race, color, religion, national or ethnic origin, or physical handicap. Fairfield University is in compliance with Title IX of the Education Amendments of 1972, and does not discriminate on the basis of sex.

- **Official Transcript(s):** It is the responsibility of the applicant to request that the applicant's previous university(ies) forward all undergraduate and any graduate school transcripts directly to the Graduate School of Corporate and Political Communication, Fairfield University.

- **Recommendations:** The names of at least three persons should be submitted who can comment on the ability of the applicant to perform graduate work.

- **GRE:** It is the responsibility of the applicant to take the Graduate Record Examination (GRE) early enough to ensure that the results will be available for the admission procedure. A waiver or postponement of examination is possible.

(The GRE is normally required as an integral part of the admission procedure. If, however, other aspects of the applicant's record of achievements and recommendations are sufficiently compelling to the Admission Committee, the applicant may be allowed to enter class but must take the GRE within the first trimester.)

- **TOEFL:** Applicants for whom English is not their first language must have their scores from the Test of English as a Foreign Language (TOEFL) sent to:

Admission Committee
Graduate School of Corporate and
Political Communication
Fairfield University
Fairfield, CT 06430

Scores should not be more than two years old.

Tuition and Fees

Application Fee	\$ 25.00
Registration Fee per Trimester	\$ 15.00
Tuition per credit hour	\$ 155.00
Master's Project Fee (due at project's start)	\$ 150.00
Independent Studies (Co-558) Fee per credit	\$ 155.00
Graduate Certificate Courses Fee per credit	\$ 155.00
Commencement Fee	\$ 50.00
(required of <i>all</i> degree recipients)	
Continuing Registration when not taking courses	\$ 15.00
(due at beginning of trimester)	

All tuition and fees must be paid on registration day each trimester. Any unusual arrangements, e.g., company reimbursement, Veterans Administration, government payments, must also be made during or prior to registration days.

Students must pay all tuition costs and fees on the day of registration, even if they are eligible for company reimbursement.

The only exception will be if a student has a letter from a company stating that the company will pay Fairfield University *directly* for the course(s).

Letters from companies stating that they will reimburse the student directly upon satisfactory completion of the course cannot be accepted as a reason for deferring the payment of tuition and fees. These students must pay all tuition and fees at registration.

The University, with approval of the appropriate authorities, reserves the right to change tuition and other fees whenever it deems necessary.

No degree shall be conferred and no transcripts shall be issued for any student until all financial obligations to the University shall have been met.

Students must pay a Continuing Registration Fee of \$15.00 for each trimester when courses are not being taken.

Student accident and health insurance coverage is available to full-time GradComm students at a reasonable fee. For further information on this program, students should contact: Henry W. Krell, Dean of Students, Loyola Hall, Room 100.

Course Withdrawal Refund

A student who withdraws from a course on a voluntary basis may request a refund in accordance with the University's schedule. The Graduate School must be informed in writing of such withdrawal if a request for refund is to be approved. For amounts refundable, see Refund of Tuition, page 7.

General Regulations and Information

The School Year

Three trimesters constitute the school year — Trimesters I and II at 15 weeks and Trimester III at 10 weeks.

See Calendar (page 37) for specific dates.

Class Times

Some classes are conducted during the day, but the majority are presented in the evening to enable professionally employed men and women to attend and earn an advanced degree. Such a schedule also allows the School to make optimum use of the many professional communicators who live in the Fairfield County area, some as guest lecturers and some as part-time faculty members.

A schedule for the year is available through the GradComm Office, but courses are generally held at the following times:

Trimesters I and II

Mornings (9 to 11 a.m. and 11:10 to 1:10 p.m.)

Evenings (6 to 8 p.m. and 8:10 to 10:10 p.m.)

Trimester III (only)

Mornings (9 to 12)

Afternoons (1 to 4 p.m.)

Evenings (6:30 to 9:30 p.m.)

All video courses are normally held on Saturdays (9 a.m. to 4 p.m.)

No distinction is made between day and evening courses — the course content and the instructor are the same. Some students may find it convenient to mix morning and evening courses to fit their personal schedules.

Course Loads

Students should begin by taking at least 6 credits and complete at least 15 within their first three trimesters after beginning. (*Note that students taking 18 or more credits per year are eligible for health and accident insurance.*)

Maximum credit load per trimester is set at 12. Any variations must have the Dean's prior written approval.

Work Completion

Under special situations, the instructor may approve an extension up to 30 days. The student must request this extension in writing; the instructor will sign and return it to the student.

Under unusual circumstances, longer extensions may be granted by the Dean. The request must be in writing, and will be signed by the Dean and returned to the student.

Records will show a course as incomplete (INC) until the instructor files a grade-change form in the GradComm office. All INC grades will be changed automatically to failure (F — no credits) at the end of the trimester following the granting of the extension.

Standards of Progress

Courses are graded by professors as:

A (excellent)

B (good)

C (poor)

F (failure and no credits granted)

INC (incomplete with no credits)

Plus or minus may be added to grades B and C.

Minus may be added to grade A.

Average of B must be attained for graduation.

Students receive grades at end of each trimester.

Interruption of studies is allowed only on a one-by-one evaluated basis, because of reasons of health, finance or extrinsic pressures. Resumption is on a similar, individual evaluation and recommendation of the Dean.

The only probation period normally allowed is for the first trimester on the recommendation of the Admission Committee and the evaluation of the Dean. Probation indicates previous unsatisfactory undergraduate work which is offset by changed personal status, motivation, recommendations, professional experience. During the probationary period a student must — in the personal evaluation of course professors — perform better than the average graduate student.

Requirements for Master's Degree

Curriculum Track Options

(Track Option to be selected prior to completion of 24 credits. Each course is for three credits.)

Curriculum Track A

(Master of Arts)

1. 33 credits of course work with at least a B average and
2. Completion of an approved thesis or final project. (Guidelines for thesis/projects available from GradComm Office.)
3. All work must be completed within 9 trimesters after beginning course work.

Curriculum Track B

(Master of Arts)

1. 33 credits of course work with at least a B average and
2. Submission and approval by the Dean of a Professional Development Plan for 9 additional credits in courses selected from the M.A. curriculum and approved by the Dean as consonant with the Plan.
3. All work must be completed within 10 trimesters after beginning course work.

Curriculum Track C

(Master of Arts plus Graduate Certificate)

1. Completion of all degree requirements with at least a B average.
2. 12 additional credits with at least a B average in courses selected from the listed Certificate curricula.
3. All requirements must be completed within 12 trimesters after beginning course work.

Student Advising

During their initial trimester, students seek out an appropriate faculty person as an advisor. Advisors will assist in curriculum design, thesis procedures, selection of thesis chairperson and any other academic matters. Any full- or part-time faculty member is eligible to be an advisor. Students may seek additional advice from any other faculty members.

Application to Graduate

It is the obligation of each student to complete the *Application To Graduate* at least 30 days prior to registration day for his or her final trimester. This enables the Dean to report to the prospective graduate whether all academic requirements have been met and allows enough time for a student to register to complete any possibly overlooked requirement during that final trimester.

Interim Letters

If a student completes all requirements for Track A, B, or C at any point in the year other than the usual time to graduate in May, he or she may request that an Interim Letter be issued. This letter will state that all requirements for the Master of Arts degree have been met and that the diploma will be presented at graduation exercises the following May.

This letter, issued by GradComm, should satisfy most needs for employment solicitations, salary increase requirements, applications for entrance to other advanced degree programs or other purposes requiring "proof of graduation." Interim Letters will not be issued until all academic and financial obligations to the university have been met satisfactorily.

Master's (Thesis) Project

In addition to completion of the courses which constitute a unified plan of study in communication, the student's fitness for the degree is further tested by a Master's (thesis) Project.

A student may present a proposal (plan) for the Master's Project at any point after entering the school. A student *must* begin discussions about possible topics with a faculty person(s) upon completion of 24 credits.

Experience has shown that candidates who complete their course work and leave the campus without first having their Master's Project Proposal approved by the Master's Project Proposal Review Board tend never to complete their projects and receive degrees. The prudent student completes the essential step of having the proposal approved and a committee assigned before completing all course work. The candidate is then free to complete the project anywhere in the world.

If a candidate completes all course work before completing the Master's Project, the candidate must maintain his or her Candidate Status by paying a Continuing Registration Fee (\$15.00) at the beginning of each trimester until the Master's Project is successfully completed.

The range of subject matter for these projects is as broad as the spectrum of human communication. Although the faculty must first approve a carefully planned Master's Project Proposal, they are willing to consider any reasonable subject and method of presentation. If well handled, almost any medium of human communication would be acceptable, for the faculty is as interested in how effectively the candidate communicates the message as in the content of the particular message.

The Master's Project Proposal

(Curriculum Tracks A & C)

There is a series of steps in the preparation and submission of the Proposal.

1. Informal thinking sessions with advisor, potential thesis/project chairperson and any other faculty persons during which various ideas for a project or thesis are considered and one finally agreed upon.
2. The submission to a faculty person of a clearly written statement of the project's goal and objective(s).
3. An approval of the statement of goal and objectives by the faculty person.
4. Preparation of the complete Proposal and submission of 6 copies to the Master's Project Proposal Review Board through the school's Dean.
5. Submission by the candidate of the 6 copies of the proposal along with the Master's Project Fee (\$150.00).
6. Approval, disapproval or request for revisions by the Board through a form mailed to the student.

A special booklet, "Guidelines for the Master's Proposal and Project," is available from the GradComm office. It is essential that this be studied and followed.

The Professional (or Personal) Development Program Proposal

(Track B)

The alternate method for completing the Master of Arts program in communication, Track B, requires the completion of a carefully considered and approved plan for further professional or personal development.

The Track B program is composed of the following three elements:

- I. *The Professional (or Personal) Development Plan.*
- II. *A Summary Sheet.*
- III. *Completion of the Application to Graduate form — due before final trimester.*

Introduction to Curriculum and Credit Distribution Requirements

The faculty has designed an approach to the curriculum that faces realistically the twin needs of today's graduates.

They need both a substantial theoretical background in communication and a series of practical courses that will be seen by potential employers as relevant to the practicing profession.

The curriculum is therefore made up of two parts: *Common Base Courses* and *Areas of Specialization*. The required credit distribution across these two parts is shown graphically on the next two pages, following this introductory explanation.

There are four specialties, or areas of concentration, within one of which a student must take four courses if he or she is to claim subsequently to have specialized. Those students who would prefer to be generalists in communication may design their four-course set into a configuration they see as essential for their unique personal or professional goal(s), selecting from any courses in the curriculum.

Students pursuing the *Professional Development Program* (Track B) may specialize to an even greater depth by taking Track B's required three courses also from the course selection list associated with their specialty, thereby accumulating seven courses in a specialty. Track B students may elect, however, to design those three courses into some other configuration that would be, in effect, a sub-specialty. For example, a student specializing in *International and Intercultural Communication*, who might be planning to work within the communication division of a development agency, could design such a sub-specialty in *Communication Media*.

As another example, a student interested in a career with an international firm or organization might specialize in *Corporate Communication* and sub-specialize in *International and Intercultural Communication* — or, depending upon his or her concerns, reverse those two.

Sub-specialties are not "official" or formal in the sense that the specialties are, but can be very useful in professional resumes and portfolios to demonstrate the student's depth of interest and level of knowledge. Entrance into a course listed under an area of specialization by a "sub-specialist" is with the approval of the professor.

A student following a curriculum Track with a *thesis/project* requirement may wish to undertake a project directly relevant to the specialty chosen, thus adding further depth or broader scope to his or her professional portfolio.

N.B. — Graduate Certificate courses within *Professional Writing* or *Video Planning, Writing, and Production* programs may be taken as one, two or three of the courses required as part of the Professional Development Plan (Track B), provided the student qualifies and space is available.

Curriculum and Credit

SEVEN COMMON BASE COURSES

Note: the number in parentheses is the one used in previous catalogues.

Co-501 (201)	Human Communication	
Co-502 (202)	Communication Systems and Theories	REQUIRED
	* * * * *	
Co-504 (207)	Human Attitudes (Development and Change)	
Co-505 (208)	Ethical Considerations In Communication	
Co-506 (206)	Public Opinion	
Co-507 (213)	Persuasion and Systematic Communication	SELECT TWO
Co-511 (220)	Bureaucratic and Political Dynamics	
Co-554 (211)	Communication and Culture	
Co-460 (215)	The Media	
	* * * * *	
Co-545 (263)	Models and Measurement In Communication	
Co-546 (264)	Communication Research Methods	SELECT ONE
Co-547 (265)	Attitude and Public Opinion Laboratory	
	* * * * *	
Co-570 (297)	Effective Writing	
Co-571	Writers Workshop (Non-fiction)	SELECT ONE
Co-572 (295)	Writers Workshop (Fiction)	
Co-464 (200)	Professional Communication Skills	
	* * * * *	
Co-562 (225)	Components of Communication	
Co-566 (291)	Film Making	SELECT ONE
Co-567 (293)	Black and White Photography	
Co-568 (292)	Video Production Techniques	
	* * * * *	

Graduate students may enroll in any courses numbered 400 or 500

Undergraduate seniors may enroll only in courses numbered 400. (Subject to Deans' approvals and space available)

Supplementary Courses: Students may choose courses offered in the *Professional Writing* and *Video Planning, Writing and Production* programs. (Subject to Dean's approval)

Transfer Credits: With prior approval by the Dean, up to six credits may be transferred from the Fairfield University School of Graduate and Continuing Education or from other graduate schools. The Dean of the Graduate School of Corporate and Political Communication must determine that these transferred credits are from courses closely related to this communication curriculum or that they fill a particular need for the individual's plan of studies.

istribution Requirements

SELECTION LISTS FOR AREAS OF SPECIALIZATION

CORPORATE COMMUNICATION

- Co-533 (307) Advertising
- Co-511 (220) Bureaucratic and Political Dynamics
- Co-561 (298) Communication Technologies
- Co-553 (210) Contemporary Dialogues
- Co-403 (203) Creativity and Problem Solving
- Co-505 (208) Ethical Considerations In Communication
- Co-504 (207) Human Attitudes (Development and Change)
- Co-408 (277) Interpersonal Communication
- Co-512 (280) Negotiation
- Co-534 Organizational Anthropology
- Co-530 (303) Organization/Corporate Communication
- Co-531 (301) Organization and Management Theory
- Co-507 (213) Persuasion and Systematic Communication
- Co-506 (206) Public Opinion
- Co-532 (306) Public Relations

POLITICAL COMMUNICATION

- Co-511 (220) Bureaucratic and Political Dynamics
- Co-421 (216) Communication Strategies in the Political Process
- Co-553 (210) Contemporary Dialogues
- Co-505 (208) Ethical Considerations in Communication
- Co-504 (207) Human Attitudes (Development and Change)
- Co-408 (277) Interpersonal Communication
- Co-512 (280) Negotiation
- Co-507 (213) Persuasion and Systematic Communication
- Co-520 (218) Political-Governmental Communication
- Co-506 (206) Public Opinion
- Co-532 (306) Public Relations

COMMUNICATION MEDIA

- Co-567 (293) Black and White Photography
- Co-555 (278) Communication Arts and the Cultural Profile
- Co-421 (216) Communication Strategies in the Political Process
- Co-403 (203) Creativity and Problem Solving
- Co-463 (253) Cross-Media Analysis
- Co-505 (208) Ethical Considerations in Communication
- Co-566 (291) Film Making
- Co-457 Masters of the Media
- Co-506 (206) Public Opinion
- Co-556 (214) Signs, Symbols, Images
- Co-460 (215) The Media
- Co-565 (261) The Persuasive Film
- Co-568 (292) Video Production Techniques

INTERNATIONAL AND INTERCULTURAL COMMUNICATION

- Co-554 (211) Communication and Culture
- Co-513 (299) Communication Patterns In A Global Society
- Co-414 (282) Intercultural Communication
- Co-415 (286) International Communication
- Co-512 (280) Negotiation

The Option to Specialize

Students have the option to specialize by taking a set of four courses (12 credits) in one of the following: *Corporate Communication*; *Political Communication*; *Communication Media*; or *International and Intercultural Communication*.

The student may elect not to specialize but to design a four-course configuration to satisfy his or her own unique requirements.

Course Descriptions

Co-403 (203) Creativity and Problem Solving (*Cheney*)

Course's goal is to make one a more effective communicator through the more effective exercise of the inherent capacity to create. Course develops an attitude of self-confidence in one's ability to be deliberately creative. Creative guests interviewed by class to develop a "creative personality profile." Creative problem-solving techniques, e.g., Synectics, Lateral Thinking, Soft Logic, as practiced by government and industry are discussed and then applied to problems during several class sessions. A major project required.

Co-408 (277) Interpersonal Communication (*Keenan*)

A skills-oriented seminar developing the axioms, dynamics and uses for interpersonal communication in various settings: family, small group, organizational and therapeutic. Organized around three themes: the communication dimensions of the interpersonal act (contents, languages, styles, etc.); communicating through the life span (life-stage approaches); and strategies for changing interpersonal communication (e.g., leadership, psychodrama, personal growth, grid approaches). Seminar format requires student to develop specific, action-oriented awareness, approaches and skills illustrating interpersonal communication competencies.

Co-414 (282) Intercultural Communication (*Nedela*)

Problems of communication between people of different cultural or subcultural backgrounds. Emphasis will be on ways and skills enabling proper transfer of meaning in situations where differences in perception, thinking and language can become major causes of misunderstanding. Participants will present case studies based on their practical communication experience.

Co-415 (286) International Communication (*Nedela*)

How do nations, governments and organizations perceive each other, and how do they communicate with each other? The course deals with modes of international communication and types of messages and symbolic gestures exchanged through personal encounters, conferences, organizations — both governmental and non-governmental — and through mass media systems. A special seminar session will be devoted to a simulation of international conference negotiation.

Co-421 (216) Communication Strategies In the Political Process (*Schmotzer*)

In a seminar-like setting, course deals with the interactions between the media and the American political system, including political socialization. It focuses on the impact of television in U.S. society, an impact "almost beyond measure." Course also inquires into the process by which the media themselves are reflective of and molded by that system. It also examines the government's efforts to manipulate and control this interaction (e.g., through "unofficial leaks").

Co-457 Masters of the Media (*Nedela*)

The purpose of the course is to present and review examples of excellence achieved in journalism, documentary films, graphic arts, political oratory, radio and television broadcasts, and advertisements during the past fifty years. Presentations will be accompanied by brief introductory lectures sketching the historical, political and cultural contexts in which these masterpieces of mass communication were created.

Papers and presentations by students will focus on professional, esthetic and ethical standards in mass media.

Co-460 (215) The Media (*Crane*)

Survey and analysis of the origins, development and interrelation of mass media from Gutenberg to McLuhan and beyond. Theoretical emphasis will be upon the man/machine interface. Analysis will be focused upon contemporary media output.

Co-463 (253) Cross-Media Analysis (*Crane*)

An examination of the persuasive extensions of man from free verse to pay TV. Through comparative analysis, the dominant persuasive characteristics of each medium will be ascertained. By observing the metamorphosis of the same message in different media, the class should develop analytical skill as well as an understanding of how material is prepared for various media.

Co-464 (200) Professional Communication Skills (*Kealey*)

The primary purpose of this course is to raise to professional levels the student's skills of writing, speech preparation and the effective public presentation of ideas — skills useful in other courses and in work situations. There are workshops for practice, video playback diagnostic sessions for self-criticism and faculty counseling on special problems.

Co-501 (201) Human Communication
(*Dean and Faculty*)

A broad investigation of human communication in its individual and societal dimensions. The human measure of communication examined from the perspectives of: biology, epistemology, language, symbols, creativity, drama, novels, religion, media and politics. Projects and research concern forms of communication which are proportioned or disproportioned to human advancement.

Co-502 (202) Communication Systems and Theories (*Keenan*)

A systematic overview of human communication from a personalological viewpoint. Attention to intra-personal, inter-personal, man-tech-nologies, and man-system communication ranging in scale from the person-to-person through mass-to-mass. Includes a review of communication arts, science and technologies. Theoretical approaches covered include the mathematical, cybernetic, social-psychological, psychobiological, anthropological, semantic, transactional, syntactic and pragmatic. An eclectic heuristic is proposed for approaching and solving problems in human communication.

Co-504 (207) Human Attitudes — Development and Change (*Keenan*)

An in-depth inquiry into the nature and dynamics of human attitudes and their bases in human communication. This seminar involves the modeling of human performance and communication and the understanding of the psychological and physiological aspects of human attitudes as well as the modern theories of human attitudes: dissonance, instrumentality, balance, persuasion, functionality, social-judgment. Includes also a review of the major approaches to measuring human attitudes: physiological, paper-and-pencil, kinesic, prox-emic, interviews and surveys. Student projects in the content, language, structure, style and immediacy dimensions of the influential act and communication.

Co-505 (208) Ethical Considerations in Communication (*Crane*)

An examination of the conflicting interests which affect mass communication, and of the useful as well as damaging impact of various modes of communication on individuals and groups in society.

Cases involve the individual's need and right to know, right of privacy and public good, freedom of the press and requirements for fair trial, right to manage and public disclosure, personal autonomy and mass persuasion.

Against a background of classical and modern ethical systems, students will investigate current ethical issues particularly as they are affected by communication.

The course will be conducted on a lecture/seminar basis and will include group presentations.

Co-506 (206) Public Opinion (*Nedela*)

An inquiry into the nature, formation and role of public opinion in modern society. Examination of past and present theories, analysis of factors influencing public opinion, particularly the effects of mass media of communication. Explanation of procedures and techniques used in opinion polls.

Co-507 (213) Persuasion and Systematic Communication (*Crane*)

An intensive inquiry, by means of lecture/seminar, into the nature of human persuasion. Following a review of traditional and contemporary thought on persuasion, case studies will be selected by students to serve as real context for the principles adduced.

Co-511 (220) Bureaucratic and Political Dynamics (*Schmotzer*)

This course deals with the explosive growth of the "public sector" and the consequent politicization of human communication in modern societies. It considers the developments by which public life comes to overwhelm private life, and the mounting preoccupation with power and manipulation. Specific topics include the rise of "administrative government," the positive and negative images of bureaucracy, and the increasing impact of bureaucratic communication on all human interactions. Interest groups, the art of lobbying, and the political effects of computer technology will also be considered. Throughout, the course will center upon the study of the political principle, "the search for advantage," as it tends to dominate all human communication.

Co-512 (280) Negotiation (*Schmotzer*)

The role of negotiation and bargaining in human communication: an analysis of the processes and models of negotiation in interpersonal, corporate and political bargaining. Deals with theoretical principles involved in this complex form of human interaction and with practical procedures learned from labor negotiations, diplomatic relations and police experience with hostage-dominated confrontations.

Co-513 (299) Communication Patterns in a Global Society (*McFarland*)

Different countries adopt different patterns for their communication industries. These patterns reflect in part the reaction of internal forces to global pressures. The course will examine these different patterns and the internal and external forces that mold them. Considered will be: political, historical, economic, cultural, traditional, religious and developmental needs and drives which shape communication policy, media and practice.

Co-520 (218) Political — Governmental Communication (*Cahalan*)

The interior workings of the complex political-governmental-citizen communication processes are examined, analyzed and re-synthesized, utilizing actual cases derived from local, state, national and international experience. Theories of communication are compared and contrasted with the actualities of political campaigns and the plus-minus relationships between political-governmental persons and their "publics." Subjects covered include the nature of political power and the means used in acquiring it; strategies and tactics of persuasion in the political-governmental context; political pressure, influence, lobbying, corruption; methods of determining citizen attitudes in various societal groupings; dealing with political conflict; "inside" the campaign organization and running for public office.

Co-530 (303) Organization/Corporate Communication (*Keenan*)

A seminar covering broad aspects and the state-of-the-art in organizational communication across varied settings. Includes reviews of: operating definitions and concepts of communication within and external to organizations; organizational philosophies and guidelines for relating communication to goals; internal and external systems for managing communication; staffing and management patterns; relationships among organizational functions for communicating internally and externally; research issues, needs and current developments. Students develop and conduct two or three seminars jointly with participants from various kinds of organizations.

Co-531 (301) Organization and Management Theory (*Gerbereux*)

An examination of current organization theory and practice; the appropriateness of different forms of organization structure for different strategies, industries and other organizations; the types of management required to implement different forms of organization; and the communication requirements made necessary by particular combinations of strategy and culture.

Co-532 (306) Public Relations
(Trends and Practices) (*Wolf*)

Examination of current trends in corporate and political relations with constituents, employees, communities, shareholders, customers and other groups which affect institutions. Course includes case studies, lectures and student participation. Emphasis is placed on why P.R. programs often *fail* and what can be done to improve them.

Co-533 (307) Advertising
(Trends and Practices) (*Rocco*)

A comprehensive review of: marketing, communication planning; advertising's creativity and its execution; market research; and ethical considerations in advertising. Students acquire practical experience by evaluating current print advertising and television production practices.

Co-534 Organizational Anthropology — Explorations in the Culture of Organizations (*Keenan*)

Advanced seminar includes developing descriptions and taxonomies of organizations as cultures; sub-cultures and inter-cultures; value systems and life-styles; cultural dynamics and histories. Includes also the development of practicable research and development strategies and methods. Requires field work in organizations and the preparation of group studies and reports.

Co-545 (263) Models and Measurement
(Keenan)

An introduction to the needs, opportunities and methods for measuring phenomena in and about human communication. Reflects on basic and applied inquiry in the areas of public relations, advertising, mass media, persuasion, interpersonal, intercultural and information systems. Includes the systematic overview of the objectives, design and process of inquiry, variables and measures in communication, measuring instruments, problems of sampling and the statistical analysis of data.

Co-546 (264) Communication Research Methods (Min)

A practicum in problem formulation and various research methods for empirical study. Familiarity with essential aspects for research is developed through class exercises. Research modes drawn from proven field techniques are integrated into a simple classification for various communication practices. The use of statistical tools including computer is introduced strictly in terms of lay persons.

Co-547 (265) Attitude and Public Opinion Laboratory (Keenan/Nedela)

A practicum in the measurement of human attitudes and public opinion with an emphasis upon faculty-student surveys and other measurement practices and techniques. Assumes interest and familiarity with concepts in the communication of attitudes and opinion but does not require expertise or prior coursework in survey or other measurement techniques.

Co-553 (210) Contemporary Dialogues
(Nedela)

Individuals, groups and institutions constantly react to a barrage of communication through which ideologies, ideas, true and false images, information and misinformation about society and the world compete to affect perceptions and behavior.

Through lectures, discussions, film showings, reading of novels and looking at works of art, the course will review some key problems involved in the contemporary government-public, business-public, business-government, East-West and North-South dialogues. Manipulative communication will be one of those problems.

Co-554 (211) Communication and Culture
(Nedela)

The course deals with concepts of culture, cultural change and the role of values, perceptions, thought patterns and language in communication. Also reviewed is the function of mass media as conveyors of cultural patterns and the effects of cultural differences on tensions and conflicts within our society and the world as a whole.

Co-555 (278) Communication Arts and the Cultural Profile (Kerensky)

Examination of various aspects of contemporary communications arts (plays, novels, movies, humor, music, dance, television, museums, etc.) as they develop/articulate a cultural profile for the individual and society. Emphasis is on widely disseminated forms perceived as entertainment. Trends in various fields and their effects on human sensibilities, choices, goals and the imaging of reality form the subjects of individual or small group explorations. Professionals from the various arts join the sessions.

Co-556 (214) Signs, Symbols, and Images
(Van Duyn)

An investigation into signification in human communication. The analysis and appraisal of signs, symbols and images generated in audio, visual and lingual environments.

Co-558 (229) Independent Studies (Faculty)

Such independent studies may concern: areas in which no formal course is offered; in-depth study of some aspect of a course previously taken; construction of a relevant communication artifact; or an experimental, case or survey research project. The fee for these studies is the same as the tuition rate for regular courses. (Application forms available in office.)

Co-559 Internship (Faculty)

Guidelines for Internships are available at Grad-Comm Office.

Co-561 (298) Communication Technologies (Ellis)

High technology and its effects on human communication. A discussion in lay terms of hardware and software in the more significant technologies: satellites, cable, fibre optics, videocassettes, videodiscs, computers and integrated systems.

Co-562 (225) Components of Communication: The Lingual Component (Flagg)

Language as a multi-purpose tool; interactions of verbal and non-verbal reality; facts/inferences/judgments; the epistemology of knowledge; structural differential diagram; semantic differential.

The Audio Component (Frederick)

Probing the elements and purposes of sound; analyzing the physical, philosophical, physiological and psychological factors present and affecting any audio situation; the use of music and other sound as calculated psychological tools to motivate; audio analysis of films and television commercials; observation of well-known musicians cutting a record in a major recording studio.

Co-565 (261) The Persuasive Film (Harding)

This course is designed to develop in participants an historical perspective and increasing sophistication in the ability to analyze and interpret the message of persuasive films. The class will view and discuss films relative to ideological, persuasive and/or propagandistic content dealing with the following and additional subject areas: war, peace, affluence, poverty, ecology, developing countries, urban problems, population, education and government.

Co-566 (291) Film Making (Harding)

This course deals with the fundamentals of film making by making films. The practice of viewing films in process attunes the film maker to a variety of problems and situations such as locating the most effective shots, exploring the pace of editing and arrangement of sequences, matching light and color, producing appropriate sound tracks. This course asks, "What am I trying to say?" The emphasis is upon the answer to that question — not upon the camera's operation.

Co-567 (293) Black and White Photography (Harding)

This is a course on using the still camera creatively for effective communication. The emphasis is always upon, "What are you trying to express with this print?" A study in the techniques and the art of exposing black and white negatives, it also includes the art of printing in the darkroom, mounting and exhibiting prints. An exploration of the art of seeing. Both the beginner and the more advanced student will find the course beneficial.

Co-568 (292) Video Production Techniques
(Abel)

A beginning course designed to help develop practical and effective communication skills using non-broadcast, portable video equipment. Participants learn by doing. Although emphasis is on using creative professional techniques to improve low-budget program quality, these same techniques apply equally to all video tape recording situations. This course is prerequisite to Graduate Certificate program in Video. (Offered in both trimesters I and III)

Co-570 (297) Effective Writing (Tarshis)

Review of principles and exercises in expressive skills. Emphasis on formulating a message of a particular form for a specific audience in such a manner that it will be coherent, lucid and persuasive.

Co-571 (295) Writers Workshop (Non-fiction)
(Cheney)

Research and writing non-fiction feature articles, books and profiles for corporate and other publications. Course will stress the use of techniques traditionally seen as applicable only to fiction, e.g., imagery, rhythm, metaphor, tone, dialogue. Models for this modern prose style will be Loren Eiseley, E.B. White, James Michener and John McPhee. Course emphasizes the art of revision.

Co-572 (295) Writers Workshop (Fiction)
(Cheney)

Course emphasizes, above all else, getting the words right: right for emphasis, right for accuracy, right for rhythm, right for beauty. The short story serves as the vehicle for practice at writing, rewriting, revising and editing. Most of the techniques taught are also applicable to writing today's non-fiction.



Graduate Certificate Programs

Master of Arts Degree Plus Graduate Certificate in an Applied Field

(Professional Writing Program and Video Planning, Writing, and Production Program)

The Master of Arts degree plus a Graduate Certificate requires that a total of 45 credits be earned, 12 of which are in the applied field. Normally, the Master of Arts thesis or project will be closely related to the particular certificate program.

A student need not complete the M.A. program before beginning the graduate certificate courses.

Under certain situations, students within the M.A. program, or Special Students, may be permitted to take individual courses in the Graduate Certificate Program (if qualified and space permits).

Anyone accepted into the *Professional Writing Program* who has not been associated with the M.A. program in this school must take two additional courses to earn the certificate. (See the PWP booklet for list of acceptable courses.)

The Professional Writing Program

Goals and Objectives

This program in professional writing is not a course in literature appreciation, nor may it accurately be called a program in "creative" writing. While we expect our students and graduates to bring creativity to whatever mode of writing they may be engaged in, the emphasis is upon writing as a respected professional career.

Professional writers report that they must be extremely adaptable and have a well-rounded ability to write if they are to survive as writers over a lifetime. This program has been designed with that realization in mind. The professional writing courses are integrated into a communication curriculum of interrelated courses covering much of the spectrum of human communication and its media of expression.

It is the purpose of this program to enable our graduates to function as free-lance writers and to join organizations of various kinds requiring men and women who can write clearly, accurately, and when the occasion demands, excitingly.

Approach

This program provides students opportunities to write and work with talented peers in a workshop environment under the tutelage of competent, inspirational, professional writers; to practice in a number of different modes of writing which will serve them well during a diverse unpredictable future; to learn about the publication process and to meet practicing editors, publishers and writers from the various media.

Applicants to the Professional Writing Program must submit a portfolio of their writings for approval by the writing faculty.

Credit costs are the same as for the M.A. program.

Professional Writing Curriculum

Co-591 (PWP-1) Non-Fiction Writing (Article Length)

Course emphasizes shorter pieces of non-fiction, i.e., shorter than book length; articles for magazines, features for newspapers; some attention paid to speech writing and various writing exercises for public relations purposes (covered in greater depth by Co-593 and 595).

Co-592 (PWP-2) Writing for TV and Film

The course runs from thorough familiarity with the basic grammar of the medium through to conception, outline, development and completion of production-ready scripts, dramatic and documentary. Stress is on individual growth and professional goals. Each student is required to complete a major project.

Co-593 (PWP-3) Writing for Organizations I

Emphasizes the smaller pieces of writing and projects done on a daily basis by writers in organizations. Students source, interview and write for executive letters, house organs, brochures, customer newsletters, press releases, business conferences and other projects from both an in-house and free-lance perspective. Longer projects covered in CO-595.

Co-594 (PWP-4) Non-Fiction Writing (Book Length)

Course emphasizes longer pieces of non-fiction, typically book length; research-based textbooks, biographies of people and organizations, non-fiction novels, curriculum-related books for schools and colleges, and special knowledge books. Student will write a professional book outline and a sample chapter as the principal project for the course. (Also see *Independent Writing Project* description.)

Co-595 (PWP-5) Writing for Organizations II

Emphasizes major writing projects for organizations such as executive speech writing, annual reports, background papers, press conferences, corporate magazines, video productions and corporate or political image building. Students in teams create an annual report or similar editorial project. Course also treats the skills necessary to advance individual contributions in an in-house or free-lance setting.

Co-596 (PWP-6) Editorship

Course develops the practical skills and knowledge required by the professional editor; the principles that establish the overall editorial integrity of any publication; the editorial process from acquiring the manuscript to line editing, graphic design and production. The editing of corporate and other magazines, newspapers and books; and the expected impact of the new technologies on the publishing world.

Co-597 (PWP-7) Writing for the News Media

A practical course in how to research, interview, organize facts and write news and feature stories, with an emphasis on the print media. Instruction will include writing for newspapers, the trade press, radio and television. Students will be given advanced instruction in how to define news and features, how to develop the technique of writing and editing professional copy. Sessions will include weekly writing assignments in all of the media as well as individual writing projects for the course.

Co-598 (IWP) Independent Writing Project

After successful completion of a PWP course in writing and with the agreement of the instructor, the student may wish to continue with a piece of writing begun during the course but requiring additional months to complete. Only one such course, however, may be counted toward the requirement of four for the Certificate.

Video Planning, Writing, and Production Program (VP)

Goals and Objectives

It is the purpose of this program to provide opportunities for men and women to learn how to create video productions for professional purposes. Although the techniques learned are readily applicable to broadcast television, this program is aimed primarily at professional productions for corporate, political and educational purposes.

Approach

Students will also learn how to approximate broadcast television quality with relatively inexpensive video equipment on location and in modest studios such as those typically available in organizations not engaged in mass communications. It is everywhere lamented that creative programming is the missing ingredient in most non-entertainment productions. Therefore, emphasis in these courses will be on conceiving, planning and writing programs. Although inevitably interlocked with production techniques, the courses and workshops will stress content over technological expertise.

Applicants to the Video Certificate Program must show evidence of knowledge in basic video production or complete course Co-568.

Credit costs are the same as for the M.A. program.

Video Production Curriculum

Co-568 (292 a or b) Video Production Techniques

Required before beginning any course in the VP Certificate Program.

Co-581 (VP-1) Advanced Video Production

Purpose of this first course in the Graduate Certificate program is to learn more advanced production techniques and to make the standard techniques almost second nature. It is professional preparation for working within the remaining three courses of the Certificate program.

Co-582 (VP-2) Writing for Private Network Video

The planning and preparation of scripts typically required by corporate and other private network systems: training tapes, public relations tapes, commercials, public service announcements, etc. Students interested also in writing dramatic scripts may take course Co-592, although priority of entrance is for people in the Professional Writing Program.

Co-583 (VP-3) Corporate Video

Production of one or more tapes typically required for corporate use: a training module; a new product demonstration; a sales promotion; a senior executive's public address; an employee orientation production; a program to accompany a contract proposal. Good and poor examples of corporate production are viewed and critiqued by the class who will then attempt to produce a better version(s) of those critiqued.

Co-584 (VP-4) Professional Production Planning

In this culminating course for the Certificate, students are placed in various corporate video facilities as production consultants. Students are responsible for taking the client's communication problem through the research and development stages, and then for applying thorough budget, scripting and production techniques acquired in previous courses.

Special attention is given to working within a corporate environment, developing client relationships and making formal written and oral presentations of a packaged proposal to the client. Proposals may include, in addition to the video solution, other audio/visual and print media support.

Co-585 Independent Video Project

Provides the Video Certificate student an opportunity to write, direct and produce a video tape for inclusion in a professional portfolio. Not a requirement for the Graduate Certificate.



Faculty

Ray Abel, Adjunct Professor

B.A., M.A., State University of Iowa. Free-lance Television Producer-Director-Consultant; Lecturer in Video Certificate Program. Previously: Instructor, Michigan State College and City College of New York; Staff Producer-Director, ABC-TV; Free-lance Commercial Producer-Director, NBC-TV; Staff Producer-Director, CBS-TV; Executive Producer, Video-record Corporation of America.

Joseph Cahalan, Adjunct Professor

B.A., Fordham; Ph.D., New York University. Management Communications Manager, Xerox Corporation. Previously: Public Relations staff, Port Authority of New York and New Jersey; Deputy Chief of Public Information, U.S. Army, Vietnam; Manager of Public Relations, Xerox Education Group.

Theodore A. Rees Cheney, Associate Dean, Assistant Professor

B.A., M.A., Boston University; M.A., Fairfield University. Previously: Research Associate and Assistant Professor, Cornell University; President, Geotechnics and Resources, Inc.; Senior Scientist, Dunlap and Associates. Video scriptwriter and book author, including *Day of Fate* (novel) and *Getting the Words Right: the Art of Revision*. Member of The Authors Guild.

George W. Crane, Assistant Professor

B.A., Catholic University; M.A., Fairfield University. Consultant on Advertising and Executive Education. Previously: Creative Group Head, J. Walter Thompson Co.; Vice President and Creative Director, Fred Wittner Advertising.

Keith Darby, Adjunct Professor

Video Production Specialist, GTE Headquarters, Stamford. Previously: Production Manager, BBC, London; Head of Production, WGTE, Toledo; Production Administrator, WTTW, Chicago; and Operations Manager, Satellite Technology Demonstration, Denver.

Lynn W. Ellis, Adjunct Professor

B.E.E., Cornell University; M.S., Stevens Institute of Technology; Doctorate in Management, Pace University. Vice President of Engineering, Instrument Systems Company. Previously: Chief Scientist, ITT; Fellow, Institute of Electrical and Electronic Engineers; Fellow, American Association for the Advancement of Science; Chairman of the Telecommunications Equipment Advisory Committee to the U.S. Department of Commerce (1973-1975).

Stanley Englehardt, Adjunct Professor

Free-lance writer and lecturer in the Professional Writing Program. Has been a full-time free-lance writer for 25 years, by-lining or ghosting about 1,700 articles, eleven non-fiction books, including: *Strategic Defenses*; *Caveat Cannabis*; *Kids and Alcohol*; *The Deadliest Drug*; four major network television documentaries, including: *The Mighty Atom* (winner of the A.E.C. award) for CBS and *World of Numbers* for NBC; several hundred speeches for corporate officers, and scores of brochures and pamphlets for various organizations.

Allen Flagg, Adjunct Professor

B.A., New York University. Executive Director, New York Society for General Semantics; Secretary, General Semantics Foundation; Trustee, Institute of General Semantics; Author and lecturer on general semantics and communication.

Jay Frederick, Adjunct Professor

Musicologist and Composer; Consultant on sound; Screen writer; Voice coach for an Academy Award winner ('76); White House Consultant for an analysis of the audio component in the 1976 televised debates by the two presidential candidates.

Jerome W. Gerbereux, Adjunct Professor

B.S., Wharton School, University of Pennsylvania. Consultant-Management Manpower, Executive Manpower Staff, General Electric Headquarters. Previously: a number of executive positions concerned with organization and manpower within General Electric Company.

Bruce E. Harding, Adjunct Professor

B.S., M.S., Boston University. Senior Producer-Director, Cornell University Educational Television Center. Previously: Research Scientific Photography, Massachusetts Institute of Technology; Assistant Director, Division of Audio-Visual Education, Graduate School of Business Administration, Harvard University; Consultant in Communication, the Government of India, The Ford Foundation — India; Associate Director of Film Operations, Broadcasting and Film Commission, National Council of Churches.

Kevin M. Kealey, Adjunct Professor

B.A., Fairfield University; M.A., University of Vermont. Corporate Training Manager Arnold/Oroweat. Previously: Assistant News Director, WLAD Radio; Projects Manager of Multimedia Productions, Communication Skills Corporation; Media Specialist, Hilti Systems.

James J. Keenan, Professor

A.B., Manhattan College; M.A., Fordham University; Ph.D., Columbia University. Previously: Research Director, Office of Naval Research Training Studies; Research Program Director, Institute for Research in Human Relations; Managing Scientist, Dunlap and Associates, Inc.; private practice and consultancies in the design, development and evaluation of systems, programs, products and personnel.

Oleg Kerensky, Adjunct Professor

Scholar, Christ Church College; M.A., Oxford University. Free-lance writer and critic: *New York Times*; *New York Magazine*. New York correspondent for *The Stage* (English). Managing Editor, *American Stage Magazine*. Contributor: *London Times*, *Jewish Chronicle*, *Now Magazine*. Free-lance ballet, film and theatre critic: *International Herald Tribune*, *Daily Mail*, *New Statesman*, *The Times*, *Manchester Guardian*, *Financial Time*. Previously: news copy editor, diplomatic correspondent; broadcaster B.B.C., London. Author of: *The New British Drama*, *Anna Pavlova*, *The World of Ballet*. Honors: British Critics Circle Award; President, British Critics Circle.

Woody Klein, Adjunct Professor

B.A., Dartmouth College; M.S., Columbia University Graduate School of Journalism. Manager, Communications and Community Relations, IBM. Lecturer in the Professional Writing Program. Previously: Reporter and Columnist, *The Washington Post*, *The New York World-Telegram and Sun*; Correspondent, WCBS-TV; Press Secretary, New York Mayor John V. Lindsay; Managing Editor, *Think Magazine*, IBM; writer and author; Adjunct Professor of Journalism, New York University, University of Bridgeport; Member: Sigma Delta Chi Professional Journalistic Society.

Edward J. Lynch, S.J., Dean, Professor

S.T.L., Alma College, Los Gatos; S.T.M., Theology, Santa Clara University; M.A., Ph.D., Northwestern University. Previously: Acting Associate Dean, College of Arts and Sciences, University of San Francisco; Associate Professor, Department of Communication Arts, University of San Francisco; Director, Human Relations and Organizational Development Master's Program, University of San Francisco; Director, Academic Innovations, Loyola University; Director, North American Section, Vatican Radio, Vatican City.

F. X. McFarland, S.J., Associate Professor

A.B., Georgetown University; M.S., Fordham University. Professor of Communication, Nirmala Niketan, Bombay, India; Director Communication Coordination Centre, Catholic Bishops Conference of India. Previously: Founder and Director, Institute of Communication Arts, St. Xavier's College, Bombay, India.

Je H. Min, Adjunct Professor

Ph.D., University of Wisconsin. National Manager of Technical Applications, Donnelley Marketing (Reuben H. Donnelley, Inc.). Formerly: Media Planner with Young and Rubicam; Media Systems Supervisor with Foote, Cone & Belding Advertising; Adjunct Professor of Research Methodology, Queens College, New York.

Edward H. Morgan, Adjunct Professor

M.S., University of Illinois. Lectures in the Professional Writing Program. Manager, Corporate Communications, General Electric Credit Corporation headquarters. Previously: Worked for The General Electric Company: press relations in Washington, D.C.; editor of GE's worldwide magazine, *Monogram*; full-time speech writer for a senior GE executive.

Jiri Nedela, Assistant Professor

Baccalaureate, Modern Language Gymnasium, Prague, Czechoslovakia; Ph.D., Charles University, Prague. Previously: Editor, Prague Radio Foreign Broadcasts; translator of Erich Fromm's *Marx's Concept of Man*; Information Officer, United Nations Secretariat, New York; Deputy Chief, U.N. Center for Economic and Social Information.

Anthony C. Rocco, Adjunct Professor

B.S., Canisius College. Vice president, ABC Television Network. Previously: Twenty years at ABC as vice president and director, Special Projects, Sports Sales; account executive, ABC Radio Network; general sales manager, WKBW Radio and Television; radio and television director for advertising agency and sales manager for WGR Radio, Buffalo, N.Y. Member of the International Radio and Television Society (IRTS) and of the New York Chapter, National Football Foundation and Hall of Fame.

Carol Rugh, Adjunct Professor

B.S., Wittenberg University; M.A., Graduate School of Corporate and Political Communication, Fairfield University. Presently: Manager of Television and Media Resources, Chase Manhattan Bank, New York. Previously: Assistant Editor, AAA Magazine, Connecticut.

John S. Schmotzer, S.J., Adjunct Professor

Baccalaureate, Gymnasium, Kosice, Czechoslovakia; M.A., Philosophical Institute, Brno, Czechoslovakia; S.T.L. Collegium Maximum St. Bellarmini, Shanghai, People's Republic of China; Ph.D. (Political Science), Georgetown University. Previously: National Director of Retreats and Popular Missions, Taiwan, Republic of China; Graduate Fellow, Center for Strategic and International Studies; Researcher.

Allan Sloane, Adjunct Professor

B.A., City College of N.Y.; M.A., Columbia School of Journalism. Lecturer in Professional Writing Program, is best known by the public for his Emmy Award-winning productions: *And Jimmy Was A Very Small Snail*; *Teacher, Teacher*; *To All My Friends On Shore*; his award-winning feature film, *Martin Luther*; and *Emily, Emily* (Hallmark Hall of Fame).

Barry Tarshis, Adjunct Professor

A.B., University of Pittsburgh. A full-time writer and author of numerous articles and non-fiction books. Author or co-author of: *The "Average American" Book*; *An Introduction to Physiological Psychology*; *The Asphalt Athlete*; *Tennis and the Mind*; *What it Costs*; *Creative New Yorker*; *The Steady Game*; contributor to such magazines as: *New York, Sport, Seventeen, Signature, Playboy, Town & Country, Travel and Leisure*.

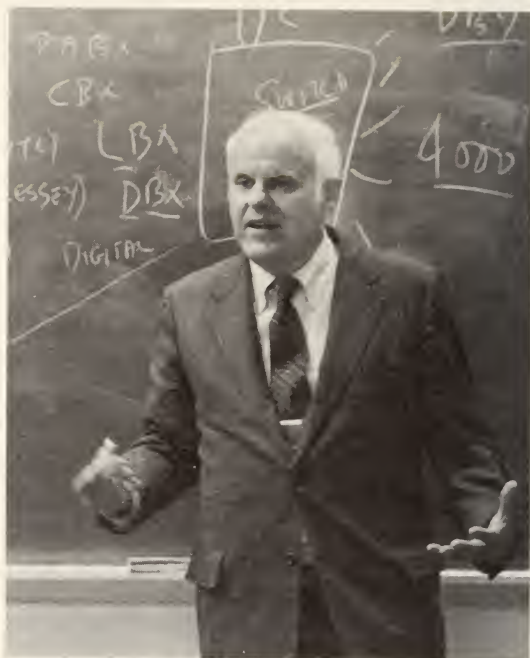
Gerard Van Duyn, Adjunct Professor

Graduate of *Academie van Beeldende Kunsten en Wetenschappen* at The Hague (1950). Senior Partner, Gerard Van Duyn Associates. Designed World's Fair exhibits for Chrysler Corp. Travelers Insurance, CONOCO, and Air Canada Pavilion at EXPO '67. Recently completed work for the Columbia Corporation and designed the Guinness Hall of Records building and exhibits.

Administration

Edward J. Lynch, S.J., Ph.D.
Dean

Theodore A. Rees Cheney, M.A.
Associate Dean



Graduate School of Corporate and Political Communication

Calendar 1983-84

TRIMESTER I 1983

July 16 and 18	Registration for Trimester I (CONTINUING students)
August 29	Graduate Student Orientation (7-9 p.m.)
August 30-September 2	Registration for Trimester I (NEW students)
September 7 (Wed.)	First classes
September 10	First Saturday classes
October 10.	Classes as usual (Columbus Day)
November 23-27	THANKSGIVING RECESS
December 10 and 12.	Registration for Trimester II (CONTINUING students)
December 22	Final classes
December 23-January 15	CHRISTMAS VACATION

TRIMESTER II 1984

December 10 and 12 (1983)	Registration for Trimester II (CONTINUING students)
January 9-12	Registration for Trimester II (NEW students)
January 16	First classes
January 21	First Saturday classes
February 20.	Classes as usual (Presidents' Day)
March 12-16.	SPRING BREAK
April 14 and 16	Registration for Trimester III (CONTINUING students)
May 5	Final classes
May 6-28	SPRING VACATION
May 15.	Registration for Trimester III (NEW students)

TRIMESTER III 1984

April 14 and 16	Registration for Trimester III (CONTINUING students)
May 15.	Registration for Trimester III (NEW students)
May 20	Commencement
May 29	First Classes
July 4.	NO CLASSES (Independence Day)
August 4	Final classes



SCHOOL OF GRADUATE AND CONTINUING EDUCATION

Division of Graduate Studies
Education/Human Service
Master of Arts and Certificate of Advanced Study

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A Message from the Dean



The School of Graduate and Continuing Education was established in July of 1982 by merging the Graduate School of Education and Allied Professions with the School of Continuing Education. The new school continues the traditions of preparing professionals in the field of education and of providing opportunities for lifelong learning to adults with diverse needs. Its commitment is to a curriculum that enhances personal growth and career development, and to a schedule which allows adults with family, job and civic responsibilities to pursue higher education part time.

While the programs described in this catalogue are those of the Division of Graduate Studies, the School also offers adults the opportunity to begin or complete a Bachelor's degree in the arts and sciences, business or nursing. In addition, it offers short term non-degree courses and certificate programs in the performing arts, literary arts, graphic design, interior design, media, computers, management, para-legal studies and other areas. A broad selection of professional development courses and workshops are offered so that men and women working in business, public service and health care can keep abreast of the latest developments in their fields.

Our graduate programs which lead to the Master's degree or a Certificate of Advanced Study are primarily directed to educators and human service professionals. The requirements of each program, the courses and the faculty involved are described herein. The schedule of course offerings for each semester or summer session is contained in a separate publication which is available prior to registration. If after reading the material you have any questions, please do not hesitate to contact me, the Director of Graduate Studies or the coordinator for the particular program.

A stylized, handwritten signature in dark ink, appearing to read 'W. Murphy'.

William F. Murphy
Dean

Division of Graduate Studies

The major emphasis of the graduate programs of this School has been on preparing students to utilize their knowledge in school settings. The Division of Graduate Studies is becoming increasingly involved in the preparation of individuals for human service professions in non-school settings.

Courses of study leading to the degree of Master of Arts and to the Certificate of Advanced Study are offered in these areas:

1. Administration and Supervision
2. Educational Technology
 - Computers
 - Media
3. School and Agency Counseling
4. School and Applied Psychology
 - Bilingual Specialization
5. Special Education
 - Bilingual Specialization
 - Talented and Gifted
6. Teaching and Foundations
 - Bilingual/Multicultural Education
 - Early Childhood
 - Environmental Studies
 - Professional Improvement (including programs for certified elementary school teachers)
7. Religious Education
 - Pastoral Ministry

Approved Connecticut Department of Education Certification Programs include:

1. Intermediate Administrator
2. School Counselor
3. School Media Specialist
4. School Psychologist
5. Secondary Teaching
6. Special Education
7. Superintendent of Schools

Changing American Schools and Communities in the 1980's

The School offers a series of short term weekend courses that appeal to experienced educators, alumni, parents and others who may want to continue their professional development or who are interested in personal growth. Virtually all of these weekend offerings may be taken for credit or non-credit with courses available in a number of fields, including special education, parent education, media, computers, neuropsychology, music, multicultural areas and counseling.

A special bulletin is published each semester for this series of courses.

FACES

Fairfield Adult Career and Educational Services (FACES) is designed to assist adults with plans for their careers and education by providing information and referral, occupational resource materials, ongoing career development workshops, counseling and testing services. The career resource center is located in Julie Hall and is open Monday through Friday from 9 a.m. to 5 p.m., ext. 2687.

Off-Campus and Special Programs

The University enters into contractual arrangements with boards of education, regional service centers, professional associations and educational organizations throughout the State in efforts to provide continuing education for educators and allied professions.

The School through a combination of on-campus and off-campus courses with Cooperative Education Services is providing a program whereby elementary teachers and teachers of other subjects can become certified to teach mathematics. These courses are described on page 90.

Admission

Adults may enroll in graduate courses as Matriculated Students pursuing a Master's degree or a Certificate of Advanced Study, or as Special Students seeking credits for career enhancement or State certification. Applicants for the Master's degree must hold a bachelor's degree from an accredited college or university and give promise of meeting the standards set by the School. An undergraduate cumulative quality point average of 2.5 is required. Applicants for the Certificate of Advanced Study must hold a Master's degree from an accredited college or university with a 3.0 cumulative quality point average.

In addition, individual programs may set specific requirements concerning interviews, adequate scores on tests, course waivers and distribution of undergraduate courses.

Enrollment as a Special Student also requires prior completion of a bachelor's degree from an accredited college or university. Students in this status whose career plans change may apply to become matriculated students. Up to 12 graduate credits earned as a Special Student may be applied toward the M.A. or C.A.S. if the student is admitted to a program. All course work done as a Special Student, as well as the quality of the student's prior academic record, and recommendations will be considered.

International Students

International students must provide evidence of adequate financial resources and should apply well in advance of the beginning of the term in which they intend to begin graduate studies. The applicant must submit certified English translations of all academic records. All international students whose native language is not English must demonstrate proficiency in the English language. The Graduate School offers a special three credit course to all international students whose native language is not English, entitled Communication, Research and Reporting. The description of this course Ed 415 may be found in the course descriptions for the Division of Teaching and Foundations. The course will be given during the fall semester and will be repeated in the spring if enrollment warrants.

Application Procedure

A. Applicants for a Degree or Certificate

Students seeking to matriculate must complete the following procedure:

1. Submit a completed application along with the required fee.
2. Have all official undergraduate and graduate transcripts sent to the Director of Graduate Studies.
3. Submit a letter of recommendation, preferably from current employer or supervisor.
4. Consult a faculty advisor or the Director of Graduate Studies about course selection when registering for the first time.

If this procedure has not been completed prior to the beginning of the semester, the student may register as a Special Student pending receipt and disposition of application materials.

B. Special Students

Students not seeking a degree or certificate may enroll and earn up to 12 credits.

1. Submit a completed application for status as a Special Graduate Student.
2. Complete and return a registration form along with tuition and fees.
3. Send all official undergraduate and graduate transcripts if a candidate for State Department of Education certification.

Special Students may request permission to extend their status beyond 12 credits. This will require the submission of all former academic records but will not affect the 12 credit maximum which may be applied to a degree or certificate program if the student matriculates at a later date.

Continuation

To remain in good academic standing, a student must achieve a 3.0 cumulative quality point average upon completion of the first 12 semester hours. In the first 12 semester hours, the student must complete at least one course from the intended area of concentration and a philosophical foundations course if required. The student must have the recommendation of the advisor(s) to continue in a program after completion of the first 12 semester hours of course work. A student whose cumulative quality point average falls below 3.0 in any semester is placed on academic probation for the following semester. If the average is again below 3.0 at the end of that semester, the student may be dismissed.

Readmission

All students who interrupt their education for a year or longer must be readmitted. It is not necessary to submit a new application but the student should send a notice of expected reentrance into the program to the Director of Graduate Studies one month prior to enrollment. A review of past work will determine the terms of readmission.

Students who have not completed their program within a period of six years from the date of entrance will be required to reapply, following the admission procedure as outlined in this catalogue.

Students who receive their M.A. degree from Fairfield University and who desire to begin programs of Advanced Study are required to file a new application for admission to the new program.

Advisement

All matriculated students must have a faculty advisor. Students may request an advisor from their intended area of concentration or the advisor will be assigned. All matriculated students must meet with their advisor during their first semester to plan a program of study. It is recommended that the advisor be consulted each semester about course selection.

Special students may seek advice about course selection or certification requirements from faculty or from the Director of Graduate Studies.

Transfer Credits & Waivers

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield. If this transfer of credit is to be applied toward the Certificate of Advanced Study, only graduate work done after the completion of the Master's degree and completed prior to enrolling at Fairfield will be considered. Such work shall have been completed within a period of five years prior to enrollment and the grade received for the work may not be less than B. No more than six credits may be transferred, and they must be appropriate to the student's present program. Upper division undergraduate courses with grades of B or better and graduate courses in which C grades were earned may, at the discretion of the Dean, be used for waiving prerequisites or for meeting content requirements.

A limited number of courses taken at other institutions of higher learning in fields of specialization which are not offered at Fairfield University may be accepted after enrollment as part of the credit requirements, provided the candidate has the written approval of the Director of Graduate Studies before registering for such courses.

General Regulations for Degrees

Students are to complete all requirements of a program within a period of six years from the date of enrollment in the first course completed for credit toward the degree. If interrupted for a year, a student must apply for readmission. A review of past work will determine the terms of readmission.

Over and above the minimum requirements stated in the catalogue, the Dean may require additional evidence of fitness for the degree.

Master of Arts

1. Completion of a minimum of 30-33 credits as specified by the program.
2. Completion of 18 or 21 credits in major field and all other courses required by the program.
3. The candidate will be required to pass a comprehensive examination, which may be oral or written or both, in the work offered for the degree. Permission to take the examination may be requested after the completion of 24 semester hours of work. If the first examination is failed, one retake examination is permitted.

To fulfill this requirement in Teaching and Foundations, the candidate will be given a terminal written requirement. Instructions for the terminal written requirement are available from the Director of Graduate Studies. Other exceptions to the comprehensive examination are specified in the individual program requirements.

All students must register with the Dean's office for the terminal written requirement or comprehensive examination at least two weeks prior to the date listed in the academic calendar for the examination.

Certificate of Advanced Study

1. Completion of a minimum of 30 credits in an approved program of advanced study. Students whose previous program of study was in a field other than that selected for the sixth year of study will be required to complete certain introductory graduate courses before being accepted for an advanced study program.
2. Completion of 15 credits in major field and all other courses required by the program.
3. Completion of a practicum or internship at the end of the program.

Off Campus and Mini-Courses

The School restricts to 12 the number of credits that can be earned in off-campus courses which may be applied to an M.A. or C.A.S. program. The number of one credit mini-courses which may be applied to these programs is restricted to six.

Applications for and Awarding of Degrees

All students must file an application for the Master's degree and the Certificate of Advanced Study with the registrar.

An application must be submitted at least four months prior to receipt of the degree.

Degrees and Certificates of Advanced Study will be awarded each August, January and May. All students are invited to attend the annual Commencement Exercises in May.

Academic Load

A full-time student is one who carries 9 or more credits during a fall or spring semester. Twelve credits is the normal maximum load permitted. During summer sessions full-time students are permitted to carry a maximum credit load of 9 credits.

Students who work or attend another school may not be full-time students. Such individuals are ordinarily limited to 6 credits during the fall or spring semester and 6 credits during the summer sessions.

Course Requirements

Course requirements usually include readings and satisfactory completion of oral reports and term papers. In most courses, students are required to take a final written examination. Because of the large amount of outside preparation required for graduate courses, three credits are given for courses meeting for at least 1,500 minutes of lecture, recitation and examinations (usually in the form of 14 periods of 110 minutes each). Graduate courses are numbered 400 and above.

With the permission of the Director of Graduate Studies, students are permitted to take certain undergraduate courses for graduate credit. These courses are numbered 300 and above and a grade of B or higher must be achieved.

Grades

The work of each graduate student is graded on the following basis:

- A Excellent; 4 quality points
- B Good; 3 quality points
- C Passing; 2 quality points
- F Failed; 0 quality points
- I Incomplete
- W Withdrew without penalty

The symbol + suffixed to the grades of B and C indicates the middle of the ranges covered by those grades. Incomplete grades automatically become failures if the missing work is not completed within 60 days of the end of the term. Pass or Fail grades are used in a limited number of courses. C grades will not be credited toward a Certificate of Advanced Study.

Connecticut State Certification

Certification of any type by the State Department of Education requires institutional approval as to scholarship, professional preparation, character and personality. Request for such recommendation for certification is to be made in writing on the form provided by the Dean's Office. No recommendation will be issued until at least 15 semester hours have been completed at Fairfield University.

Approved programs are indicated on page 41. All graduates of these programs are legally qualified for certification in states party to the Interstate Certification Compact. Certification programs are outlined in the Program Section of this catalogue, pages 47-102.

Tuition and Fees

The schedule of tuition and fees follows:

Application for admission (not refundable)	\$ 25.00
Registration, per semester	15.00
Tuition, per credit	120.00
Late registration	25.00
Change of course	10.00
Deferred examination	10.00
Transcript	2.00
Commencement fee (Required of all degree recipients)	50.00
Observation fee for Ed. 383	100.00
Practicum continuation	50.00
Film fee	20.00
Materials fee	10-25.00
Auditing fee, per three credit course	180.00

A 25% discount in the tuition for all credit and non-credit courses in the School, with the exception of tours and trips, is offered to citizens 62 years of age or older and to clergy and religious.

Tuition and fees are payable at the time of registration.

Scholarships and Assistantships

A number of University scholarships are available to assist promising and deserving students. Awards are made on the basis of demonstrated ability, financial need and professional promise. Although awards are made for one semester, applications for renewal may be submitted.

The applicant normally must have completed a minimum of 12 credits at Fairfield University before being eligible to apply for a University scholarship. In rare cases, where the student presents superior records, the Dean may request that the prior attendance requirement be waived. The student must, in addition, enroll for a minimum of 12 credits during the semester for which a scholarship is requested. Scholarships are allocated in the form of tuition credits. Six tuition credits is the maximum allocation per student, per semester. Scholarships do not cover application, registration or other University fees.

A limited number of assistantships in Educational Media, Multicultural Education and Special Education are available. The assistantships normally cover all tuition charges up to a maximum of 12 credits. In return for the assistantship the student must work a maximum of 20 hours per week in the appropriate division and under the direction of the program director.

Applications are to be submitted to the Office of the Dean at least four weeks prior to the first day of registration for any given semester.

Administration and Supervision

William J. Garrity, Jr., *Program Director*

Robert F. Pitt, *Private School Administration Coordinator*

The programs in Administration and Supervision seek to develop administrators who will have the technical, human and conceptual skills, and the leadership ability needed to manage schools and school systems. While the major emphasis has been preparing students to utilize their knowledge in educational settings, increasing emphasis has been placed on broader application and the transfer of knowledge and skills to other fields.

Requirements for the Master of Arts

1. Ed 429 Philosophical Foundations of Education
2. A course in curriculum development (3 credits)
3. Major field
 - EA 500 Introduction to Administration
 - EA 520 Principles of Supervision
 - EA 525 Administrative Leadership
 - EA 556 Education Law: Teachers' Rights and Students' Rights
 - 2 elective courses in administration (6 credits)
- *4. One free elective (3 credits)
- *5. Ed 599 Seminar in Research
6. Comprehensive examination

*An internship of 3-6 credits may be substituted for the elective and Ed 599.

Requirements for the Certificate of Advanced Study

1. Ed 521 Comparative Philosophies of Education
2. A course in learning theory (3 credits)
3. A course in curriculum development (3 credits)
4. Major field
 - EA 525 Administrative Leadership
 - EA 556 Education Law: Teachers' Rights and Students' Rights
 - 2 elective courses in administration (6 credits)
5. 2 free electives (6 credits)
6. EA 590 Practicum or EA 595 or 597 Internship after completion of at least 24 credits.

Summer Institute in Private School Administration

The Institute is an ongoing summer program geared to meet the needs of practicing and potential private school administrators. Students are afforded the opportunity to pursue courses directly related to the private school within a structure common to the preparation of administrators. The Institute is staffed by practicing private school administrators.

The Master of Arts degree or Certificate of Advanced Study may be completed exclusively through summer study. Courses allow for maximum flexibility and training for each individual. Requirements will, therefore, vary according to the individual's previous training, experience and needs. Courses will be selected in consultation with the coordinator of the program.

Certification Requirements

All applicants are advised to read the appropriate section of the state regulations manual. Copies of the Connecticut Certification Regulations, 14th edition, are available in the office of the Dean and in the office of the Program Director.

Intermediate Administrator

To be recommended for provisional certification applicants must have a master's degree and at least 15 credits in addition to the degree. The following areas of study must be included in the total Post-Baccalaureate Program.:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development with emphasis appropriate to the professional career objectives of the applicant;
4. Educational administration and supervision, with emphasis appropriate to the professional career objective of the applicant (minimum of 12 credits);
5. Mere completion of courses appearing to meet the requirements shall not be accepted as prima facie evidence that the applicant meets requirements. Compliance with all other requirements of Section 10-146-100 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.

Superintendent of Schools

Applicants must hold an Intermediate Administrator's Certificate or the equivalent and include study in the following areas:

1. Foundations of education (historical, philosophical, sociological, etc.);
2. Psychological foundations of learning;
3. Curriculum development as applied to school systems;
4. Educational administration and supervision as applied to school systems (must include organization of school system, school law, internship and other courses required by the advisor);
5. A core of related study in such areas as economics, sociology, political science and the humanities, selected in relation to the applicant's total education to insure breadth of education and scholarly background consistent with the competence expected of a superintendent of schools.
6. Mere completion of courses appearing to meet requirements (1) through (5) shall not be accepted as prima facie evidence that the applicant meets requirements. Compliance with Section 10-146-97 of Connecticut Certification Regulations is an absolute prerequisite to acceptance of the total program of preparation.

Course Descriptions

(The number in parentheses is the one used in previous catalogues)

EA 500 (Ed 205) Introduction to Administration

A general consideration of the fundamental problems and principles involved in the organization, administration and supervision of all schools. The legal and professional rights, responsibilities and relationship of all personnel, certified, auxiliary and paraprofessional, will be evaluated. *3 credits*

EA 505 (Ed 256.6) Community and Public Relations

The relations of school administrators with their various publics and the communications media; interest groups within the community and their effect on education; problems of educational leaders in working with pressure groups will be considered. Techniques used to present educational interpretations will be presented. *3 credits*

EA 510 (Ed 297) Administrative Leadership

Concepts of leader behavior include the development of personal identity, direction and purpose; values clarification is added. Upon this base the course explores styles of management and is integrated into psycho-social development. Emphasis is placed upon the "how-to" in developing the students' potential in leadership traits and qualities. *3 credits*

EA 515 (Ed 290.3) Contemporary Issues in Administration

Major social issues of contemporary America are addressed as they relate to the administrative process and the schools. Students in this course will be required to define, identify and seek both broad and specific solutions to the issues presented. These solutions may be accomplished by individual, small group or large group effort. The evaluation of each student's work will be based upon the presentation of solutions and the required synthesis at the end of the course. *3 credits*

EA 516 Departmental and Extracurricular Issues in Administration

Includes the role of the departmental chairperson with regard to curriculum supervision, selection of staff, budget and leadership. Also considers guidelines for and the legal aspects of teacher evaluation. Attention will be given to such topics as summative evaluation, substantive due process, procedural due process, property interest, discrimination and disparate impact. The course will also include the legal aspects of extracurricular activities and procedures for closing schools. *3 credits*

EA 520 (Ed 293) Principles of Supervision

This course will consider the application of principles and techniques of supervision within the school. The "how to" of classroom observation and teacher evaluation is explored. The partial use of video taped lessons is used to teach the student in administration methods of writing teacher evaluations using a self-evaluation instrument. The remediation of unsatisfactory performance is discussed along with tenure, promotion, merit and/or dismissal. *3 credits*

**EA 525 (Ed 263.9) Interpersonal
Competencies of Leadership**

This advanced course in leader training continues where *Administrative Leadership* leaves off. Additional leadership traits and abilities are developed. Androgyny, Assertion and Power are discussed both from leadership and follower-ship points of view. The modular program consists of general and specific competencies and a compendium of teaching/learning activities and resources keyed to each competency. The learner will be aided in developing personal leadership styles.

3 credits

EA 530 (EA 298) The Principalship

The course is designed to provide the student with an understanding of the varied responsibilities the principal is asked to assume in directing the operation of a school. Included will be a consideration of programs concerned with students, teachers, other professionals, parents, para-professionals, secretaries, custodians and cafeteria workers. Also, relationships with other organizational divisions of the local, state and federal level will be studied to determine their effects upon a school unit and the responsibilities of the principal.

3 credits

**EA 535 (Ed 298.3) The Administrator and
Curriculum Development**

The course is designed as a guide to the problems, principles and process for administrators as they seek change and make provisions for gearing up for the demands of accountability through curriculum.

3 credits

**EA 540 (Ed 303.5) Simulated Problems in
Administration**

This course will present contemporary problems in educational administration on the elementary, secondary and school district levels. The student will be expected to react to the administrative problems presented and the individual solutions will be examined and discussed by the members of the group. The totality and complexity of the critique will provide the student in administration with insight into the solutions of the current problems we face in our schools. Student awareness of the complexities and scope of the problems will be stressed.

3 credits

**EA 545 (Ed 394.1) School Building and
School Finance**

A study of the practices, procedures and problems regarding school building projects. General areas of consideration include grant forms; site selections; finances; the educational plan; architect's services; the general contractor; building design; bids; construction; legal problems; and materials and maintenance. Also a study of school finance including: theories of taxation; local, state and federal revenues; impact of court decisions; equalization; budgeting, accounting and school property management; and managing student activities.

3 credits

**EA 550 (Ed 380) Organization and
Administration of a School System**

A broad consideration of the concept of public school organizational patterns and their adaptability to particular communities will be undertaken. School board-teacher group contracts will be analyzed and critiqued to determine how such agreements affect the school systems. All aspects of school systems will be explored.

3 credits

EA 555 (Ed 397) Education Law: Federal Rights, State and Local Powers

This course involves the study of case law and statute law related to education. The areas considered include: federal and state powers; separation of church and state; towns and school districts, including buildings, sites, eminent domain and school finance; the school board member, contracts other than employment contracts; apportionment and taxation; school property; tort liability; transportation; special education; and the superintendent and the principal. Students will be expected to report weekly on assigned cases and statutes.

3 credits

EA 556 (Ed 397.1) Education Law: Teachers' Rights; Students' Rights

This course involves the study of case law and statute law related to teachers' rights and students' rights. The areas considered include: teacher certification; dismissal of tenured teachers; due process in dismissal proceedings; membership in subversive organizations; free speech; discrimination; collective bargaining; unions, teacher contracts; maternity leave policies; loyalty oaths; transfers; retirement; dismissal of non-tenured teachers; segregation; residence and attendance; vaccination; due process for students; students' free speech and expression; discipline, corporal punishment and parental liability. Students will be expected to report weekly on assigned cases and statutes.

3 credits

EA 560 (PSA 571) Computers in School Administration

A study of the uses of computers in school, including tutorial uses; simulation problems; demonstration of LOGO; types of materials needed and ingredients for a successful program using computers. This course is designed for school administrators and is not intended as a "hands on" technique or a programming course.

3 credits

EA 565 Policy Formulation in Administration

Definitive treatment of the topic of policy formulation. Attention will be given to the genesis and development of educational policy. The student will examine the status quo of educational policy toward the goal of review, revision and restructuring to accommodate needs of present societal changes.

3 credits

EA 590 (Ed 395) Practicum in Administration and/or Supervision

This course is designed to activate accepted principles of administration and/or supervision in real school situations and is subject to approval, supervision and evaluation by the local school administration involved and by the faculty in Administration and Supervision of the University. Projects agreed upon must be sponsored by and acceptable to both groups.

3 credits

EA 595 Internship: Intermediate Administrator

The intern is required to do field work for one semester or one academic year in a school building under the supervision of the principal. The field work will consist of a minimum of five hours per week of organized and directed assignments and will require written reports and conferences with designated faculty members. Placement must be approved by the principal and the intern's faculty advisor.

3-6 credits

EA 597 (Ed 399.2) Internship: Superintendent

The intern is required to do field work for one semester or one academic year in the central school system office working under the supervision of the superintendent or a delegate. The field work will consist of a minimum of five hours per week of organized and directed assignments and will require written reports and conferences with designated faculty members. Placement must be approved by the superintendent and the intern's faculty advisor.

3-6 credits

**EA 599 (Ed 400A) Independent Study in
Administration and/or Supervision**

Individual projects in administration/or supervision undertaken with the agreement of and under the supervision of the faculty in Administration and Supervision. Prior consultation is required. *3 credits*

Private School Administration**Ed 428 (PSA 501) Foundations of Private
Education**

The purpose of this course is to provide the theological foundation for the Catholic educational leader's vision. Each participant will have the opportunity to apply this to his or her ministry. In this curriculum, this course will fulfill the Ed 429 requirement. *3 credits*

**Ed 466 (PSA 556) Designing Curricula for
Justice and Peace Education**

This institute will propose goals and methods of educating for justice and peace. Participants will be involved in reflecting, researching, imagining and evaluating and in developing creative programs for both students and teachers. *3 credits*

**EA 570 (PSA 570) Administration of
Collective Bargaining Agreements in
Private Schools**

Introduction to the theoretical and practical aspects of collective bargaining in private schools. Course will focus on managerial prerogatives and the administration of negotiated agreements. Lecture, case study and simulation methodologies will be employed as well as the analysis of participants' conflict resolution styles. *3 credits*

**EA 572 (PSA 572) Principles of Conflict
Management and Resolution in
Private Schools Administration**

This course will explore strategies for conflict management and resolution in private schools. Conflict (veridical, contingent, displaced, mis-attributed, latent and false) will be examined from theoretical (sociological, psychological and theological) perspectives. Each student will have the opportunity to assess his/her personal, interpersonal and intergroup conflict management style(s) and to decide how conflict situations may be managed so as to nurture personal growth and insure institutional advancement. This course will not be a prescription for conflict avoidance; rather, it will focus on the practical implications of the assumption: Effectiveness in resolving conflict is directly related to the success or failure of the school administrator as manager. Lecture, case study, simulation and personal assessment methodologies will be employed. *3 credits*

**EA 573 Curriculum and Instructional
Leadership**

A study of the place of vision and values in the aims, design, implementation and evaluation of curriculum and instruction in the private school. *3 credits*

**EA 575 Personal Leadership in Private
Schools**

This course will deal with leadership styles, communication skills, crisis avoidance and positive crisis management. Skills for teacher evaluation and effective performance review will be presented. Processes for the selection of teachers and for ongoing staff development will be offered. *3 credits*

**EA 576 Financial and Human Resources in
Private Schools**

Financial planning and personnel management are critical and allied areas in school operation. This course will analyze these areas, studying business and plant management, budgeting and fiscal planning, and tuition and fund raising situations. School personnel relate in a critical manner to every facet of financial management and planning. *3 credits*

Educational Technology

Ibrahim M. Hefzallah, *Program Director*
John J. Schurdak, *Computers in Education
Coordinator*

The purpose of our programs in media and instructional computer science is to offer a strong training program in educational technology to teachers, school administrators, school media specialists, training and media personnel in business, industry and community agencies.

Students in the media programs are encouraged to work with different types of equipment and to produce instructional programs. Still picture cameras, video cameras, video tape recorders, and a variety of portable production equipment are available for student use. Students are also encouraged to join the TV volunteer crew which participates in planning and producing Fairfield University TV programs and works in the production of Connecticut Public Television programs originating from the CPTV studio located on campus. Additional facilities include an editing room; an educational media laboratory; and a multistation darkroom.

Our faculty developed the first course in computer-assisted instruction to be offered at the graduate level, and organized the earliest Master's degree program with the primary objective of preparing teachers to use computers in instruction. The program offerings have expanded with the technological advancements of each generation of computers and now include courses for administrators and counselors. Courses utilize the University's DEC 2060 computer system, and students have access to Gigi color graphic terminals. Micro-computers are also used in instruction.

Computers in Education

Requirements for the Master of Arts

The major in **Instructional Computer Science** requires the completion of 33 credits as follows:

1. At the beginning of the program

CS 400	Introduction to Computers
Ed 429	Philosophical Foundations of Education
or	or
Ed 521	Comparative Philosophies of Education
Ed 534	Theories of Learning
or	or
Ed 522	Piaget: The Developmental Process
2. After completion of the above

CS 401	Computer Programming for Teachers
CS 405	Introduction to LOGO
CS 501	Applications of Computers in Education
CS 410	Introduction to PASCAL
CS 510	Seminar on Computer Assisted Instruction
- Elective (3 credits))
3. At the end of the program

CS 511-512	Practicum in Computer Assisted Instruction I and II
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Requirements for the Certificate of Advanced Study

Students who have earned a Master's degree may pursue a C.A.S. subject to the general regulations listed on page 44. Courses will be arranged in consultation with the Program Coordinator.

Educational Media

Requirements for the Master of Arts Degree

The major in **Educational Media** requires 33 credits with at least 24 credit hours in media.

A) Required Courses (9 credits)

Md 400	Media in Training and Instruction
Md 411	Production of AV Materials I
Md 599	Research in Educational Media
or	or
Md 590	Internship in Educational Media (full-time students)
or	or
Md 580	Research in Educational Media Administration

B) Areas of Specialization (24 credits)

1. School Media Specialist

Md 403	The School Library
Ed 429	Philosophy of Education

Choice of four of the following:

Ed 406	Children & Their Books
En 405	Literature for Young Adults
Md 404	Cataloguing of Teaching Materials
Md 406	Introduction to Reference
Md 408	Selection and Evaluation of Teaching Materials
Md 409	Selection and Evaluation of Contemporary Literature for High School Students
Md 410	Sounds of Learning

Choice of two of the following:

Md 416	Introduction to Photography
Md 421	Introduction to Motion Pictures
Md 423	Introduction to Film Animation
Md 431	The Video Experience I
Md 433	TV in Education
CS 400	Introduction to Computers

2. Training Media Specialist

Required (six courses)

Md 416	Introduction to Photography
or	or
Md 417	Basic Darkroom Techniques
Md 423	Introduction to Motion Pictures I
Md 431	The Video Experience I
Md 511	Production of AV Materials II
Md 531	The Video Experience II
Md 550	Production of Training/ Instructional Programs

Choice of two of the following:

CS 400	Introduction to Computers
Md 512	Graphic Design
Md 540	Practicum in TV Production
Md 541	TV in Training and Business

3. TV Production

Choice of eight of the following:

CS 400	Introduction to Computers
Md 416	Introduction to Photography
Md 417	Basic Darkroom Techniques
Md 421	Introduction to Motion Pictures I
Md 431	The Video Experience I
Md 433	TV in Education
Md 511	Production of AV Materials II
Md 512	Graphic Design
Md 531	The Video Experience II
Md 540	Practicum in TV Production
Md 541	TV in Training and Business
Md 550	Production of Training/ Instructional Programs

4. Film Study

Choice of six of the following and two electives:

AS 327	America in Film
Md 416	Introduction to Photography
Md 421	Introduction to Motion Pictures I
Md 423	Introduction to Film Animation
Md 425	History of Motion Pictures
Md 427	Motion Picture Appreciation
Md 431	The Video Experience I
Md 521	Introduction to Motion Pictures II

5. Free-Track

The program is designed by the student in consultation with the advisor, and is based on the student's previous experience and intended career goals. To be considered an educational media major, a student must accumulate 24 credit hours in media courses.

C) Comprehensive Examination

Requirements for the Certificate of Advanced Study

Students accepted in the program must complete 30 credit hours beyond the Master's.

A) Required Courses

Ed 521	Comparative Philosophies of Education
Ed 534	Theories of Learning
Md 500	Administration of Educational Media Programs
or	or
Md 580	Research in Educational Media Administration
Md 599	Research in Educational Media

Other courses must be in the selected area of specialized study.

B) Areas of Specialization

1. Media Management

EA 520	Principles of Supervision
EA 510	Administrative Leadership

Selection of four courses from the School Media Specialist area.

2. Film Study

(Open for candidates who have had their Master's degree in areas other than film study techniques)

Choice of six courses from the Film Study cluster.

3. TV Production

(Open for candidates who have had their Master's degree in areas other than TV Production)

Choice of six courses from the TV Production cluster.

School Media Specialist Certification

Course requirements for a State provisional certificate are as follows:

1. Students holding a Provisional Teacher's Certificate with at least one year of successful teaching must complete a minimum of 24 credits in media courses.

It is recommended that the selection of courses cover both the print and the non-print media.

2. Students without a Provisional Teacher's Certificate must complete a minimum of 24 credits in media and 18 credits from the following:

Required:

Ed 383-384	Directed Observation and Supervised Student Teaching in Media
Ed 429	Philosophical Foundations of Education
Py 446	Developmental Psychology I
Md 400	Media in Training and Instruction and Education elective

Course Descriptions

(The number in parentheses is the one used in previous catalogues)

Instructional Computer Science

CS 400 (Ed 285) Introduction to Computers

The objective of this course is computer literacy on the part of the student. In order to accomplish this the course will cover the organization of computer systems, methods of data storage and an introduction to computer programming concepts. Special topics will include microcomputers, the uses of computers in education and programming languages designed with teaching in mind. No prior knowledge of computers is presumed or required. *3 credits*

CS 401 (Ed 286) BASIC Computer Programming for Teachers

This course has no prerequisites and is geared for the first-time computer user who is interested in studying the use of computers in the classroom. This course will start at the most elementary level of programming, with no prior knowledge presumed. Students will receive instruction in developing programs for classroom instruction using the BASIC language. Lab fee \$20. *3 credits*

CS 405 Introduction to LOGO

This course will introduce students to LOGO, to its use in the classroom and to the rationale leading to its development. No prior experience with computers is required. Lab fee \$20. *3 credits*

CS 410 (Ed 290) Introduction to PASCAL

This is an introductory course in PASCAL, a high-level language that encourages good programming style. Students will learn to program independent routines and to put together sets of routines to form PASCAL programs. This course is designed for the first-time computer user. No prior knowledge of programming is required. Lab fee \$20. *3 credits*

CS 420 (Ed 287) Introduction to FORTRAN

This course gives an introduction to computer programming in FORTRAN, a widely used programming language. Brief exposure is given to the use of flowcharting and to the operation of digital computers. Emphasis is placed on the design and execution of programs. Lab fee \$20. *3 credits*

CS 501 (Ed 289) Applications of Computers in Education

Students will expand their knowledge of BASIC by working with disk files and their application to various types of computer-assisted instruction. Varied forms of CAI will be discussed and programmed. Students will have the opportunity to create course modules in their own subject areas. The use of color and graphics in instruction will be studied, and students will learn to incorporate color graphics into their programs. Lab fee \$20. *3 credits*

CS 510 (Ed 361) Seminar on Computer-Assisted Instruction

A range of aspects of computer-assisted instruction will be covered, including critiques of computer course strategies in the light of theories of instruction and principles of learning, discussions of the state of the art, and an introduction to design and writing of course materials. Instructional terminals connected to the DEC 2060 computing system will be available to members of the seminar. (Prerequisite: CS 501) Lab fee \$20. *3 credits*

CS 511-512 (Ed 388-388.1) Practicum in Computer-Assisted Instruction I & II

This practicum affords students an opportunity to prepare curriculum materials for presentation by computer. Students may choose to use the University DEC 2060 computer system, or the computers available in their own schools. (Prerequisite: CS 510) *3 credits*

EA 560 (PSA 571) Computers in School Administration

For description see Administration and Supervision, page 51. *3 credits*

Educational Media

En 405 (En 205) Literature for Young Adults

For description see Teaching and Foundations, page 90.

Md 400 (Ed 271) Media in Training and Instruction

A study of media, materials and tools in instruction and in training. Selecting media and content for an effective learning environment. Using media to conduct interesting classes and training workshops. *3 credits*

Md 403 (Ed 272) The School Library

The role of the school library in the teaching-learning process. Recent trends in planning and using school libraries; remodeling existing libraries for more efficient use; future developments. Teaching elementary and secondary school students efficient ways of using the school library. *3 credits*

Md 404 (Ed 272.1) Cataloging of Teaching Materials

Principles of classifying and cataloging of teaching materials for optimum access and retrieval by the student and the teacher. *3 credits*

Md 406 (Ed 272.2) Introduction to Reference

How to find information and how to teach elementary and secondary school students efficient ways of retrieving information. *3 credits*

Md 408 (Ed 272.3) Selection and Evaluation of Teaching Materials

Sources of information on teaching materials; principles of selecting and evaluating teaching materials. The course will introduce to the students a variety of teaching materials in different subject matters and on different levels. *3 credits*

Md 409 Selection and Evaluation of Contemporary Literature for High School Students

The course focuses upon criteria for selecting literature for high school students. Attention will be given to methods of developing students' ability to analyze literature reviews. *3 credits*

Md 410 (Ed 273) Sounds of Learning

How to develop children's listening skills; basic principles of writing an audio program; radio and recorded materials in teaching; review of some of the available audio teaching programs with emphasis upon individualized and group instruction; production of audio programs. *3 credits*

Md 411 (Ed 274) Production of Audio-Visual Materials: Part I

Design of instructional materials; techniques and methods of producing audio-visual materials such as 2x2 slides, overhead transparencies and materials for display boards. Care and operation of audio-visual equipment. *3 credits*

Md 416 (Ed 275) Introduction to Photography

The role of the still picture in communication with particular emphasis upon instruction; the design and production of instructional still pictures. Mechanics of camera operation and darkroom techniques. *3 credits*

Md 417 (Ed 275.1) Basic Darkroom Techniques

This course is primarily intended for those interested in processing film and producing black-and-white prints. No prerequisite is required; however, the student should be familiar with basic photographic procedures. Film development, the making of contact sheets, and enlarging are stressed with "hands-on" involvement.

3 credits

Md 421 (Ed 276) Introduction to Motion Pictures I

Techniques of communication through the motion picture medium; utilization and evaluation of instructional films. Mechanics of camera operation, editing and actual production of sound super 8mm films.

3 credits

Md 423 (Ed 276.1) Introduction to Film Animation

The course is designed to explore and train teachers in simple animation techniques which can be taught to children. Prior knowledge of motion picture photography is not a prerequisite.

3 credits

Md 425 (Ed 276.3) History of Motion Pictures

A study of the evolution of the motion picture medium from its infancy to its present stage of development.

3 credits

Md 427 (Ed 280) Motion Picture Appreciation

A study of motion pictures as an entertainment, cultural and educational mass medium. Contemporary schools in motion pictures. Teaching motion picture discrimination on different school levels.

3 credits

Md 431 (Ed 277.1) The Video Experience: Part I

Using a single-camera video tape recorder system, the course explores simple and creative production and utilization techniques of TV in education and training.

3 credits

Md 433 (Ed 277) TV in Education

The use of television in formal education on the elementary, secondary and college levels. Planning schools for use of television. Building critical viewing habits of watching television. Television in informal and continuing education of the adult learner. The future of home video, cable TV and satellite TV and their impact on education. (Recommended: Md 431)

3 credits

Md 500 (Ed 281) Administration of Educational Media Programs

Administration and organization of educational media programs on single school, school system, college and university levels. Types of services, budgeting, planning schools for instructional technology application. (Prerequisites: Md 400 and 411)

3 credits

Md 510 (Ed 375) Business Law and Library Reference Materials

The course is designed to familiarize the general reference librarian with highly specialized reference tools in business and law. It will also enhance the ability of the student to answer questions of the general public in the areas of business and law.

3 credits

Md 511 (Ed 274.2) Production of Audio-Visual Materials: Part II

The course is a continuation of Part I. Emphasis will be on preparation of art work for production of original color slides, overhead transparencies, charts, graphs and displays. Integration of different types of media in multi-media presentations will also be emphasized. (Prerequisite: Md 411)

3 credits

Md 512 Graphic Design & Visual Communication

Study of the basics of visual design, design in different types of materials and the application of visual design principles in media for display and for camera-ready materials. (Prerequisite: Md 511)

3 credits

Md 521 (Ed 276.2) Introduction to Motion Pictures II

The course is designed for those who have taken Md 421 or Md 423 and are interested in pursuing and developing their understanding of the motion picture medium and their skills in producing films. (Prerequisite: Md 421 or Md 423) *3 credits*

Md 531 (Ed 277.3) The Video Experience: Part II

A study of the picture element in television, pictorial composition, visual continuity, lighting, audio, video editing, basics of script writing and the how of producing a training/instructional television program. (Prerequisite: Md 431) *3 credits*

Md 540 (Ed 378) Practicum in TV Production

Prerequisite: 9 credit hours in TV courses and 6 credit hours in other media production courses. *Credit by arrangement*

Md 541 (Ed 277.4) TV in Training and in Business

The use of television in in-house training, the integrated use of computers and video in training. Building a video image of a business enterprise. Analytical study of television in advertising. (Prerequisite: Md 431 and Md 531) *3 credits*

Md 550 (Ed 278) Production of Training/Instructional Programs

The students will put into use the principles and skills they have developed in previous courses to plan, design, and produce a training/instructional program. (Prerequisite: 18 credit hours in media production and a satisfactory background in theories of learning and evaluation) *3 credits*

Md 560 (Ed 279) Seminar in Educational Technology

The seminar is planned to introduce the student to advanced study and current issues in the field of instructional technology. Each member will make an independent study to be discussed in the seminar. (Prerequisite: 15 credit hours in media courses) *3 credits*

Md 580 (Ed 281.1) Research in Educational Media Administration

Independent study with emphasis upon research in administering educational media programs. (Prerequisite: 15 credit hours in media courses) *3 credits*

Md 590 (Ed 399.5) Internship in Educational Media

The internship is for full time students who seek first-hand experience in educational media management. *Credit by arrangement*

Md 599 (Ed 399.4) Research in Educational Media

Prerequisite: 15 credit hours in educational media courses. *Credit by arrangement*



School and Agency Counseling

Marguerite R. Carroll, *Program Director*

These programs offer majors in counseling in the schools, and counseling in the community setting.

The school counseling program prepares students to work as counselors in elementary and secondary schools. The major in Agency Counseling enables students already employed in community services to enhance their professional background and acquire new competencies. This major is also for those who wish to assume related positions in post-secondary educational institutions, career centers, rehabilitation services, hospitals, recreation centers, mental health settings, corrections, law enforcement, day care, drug and alcohol abuse centers, recreational and other such social service settings.

In view of the responsibilities of the role of counselor, both in school and community settings, students whose work is of marginal quality in the advanced courses, or who demonstrate personal qualities that are not conducive to educational settings, will not be recommended to continue in the program.

Requirements for the Master of Arts

The major in **Agency Counseling** requires the completion of 33 credits and will include course work in psychology, sociology, counseling, human relations, group process and related disciplines. Courses are individually planned with an advisor.

1. Major field

Cn 431	Introduction to Community Services
Cn 455	Group Process
Cn 459	Career Development: Theory and Practice
Cn 553	The Counseling Process
Cn 557	Practicum in Human Services
or	or
Ed 599	Seminar in Research

2. A total of 12 credits must be taken in psychology from the following. Up to nine credits can be waived if these courses were taken at the undergraduate level. Three graduate credits in psychology must be taken. No courses are waived after nine years beyond the undergraduate level.

Psychology Offerings

Py 441	Psychology of Personal Adjustment
Py 442	Abnormal Psychology
Py 446	Developmental Psychology I: Childhood & Adolescence
Py 447	Developmental Psychology II: Adulthood & Aging
Py 434	Applied Theories of Learning
Py 448	Psychology of Personality
Py 436	Behavior Theory

- Electives totaling 6 to 15 credits depending on courses waived. These are selected in consultation with an advisor and may include Py 433 Behavioral Statistics, Py 536 Educational and Psychological Testing and additional courses in counseling.
- Comprehensive Examination or Research Paper.

School Counseling Certification

This program prepares students for the professional counseling and guidance role and function in school settings. Preparation in the program does not require teacher training or experience as a condition for state certification. However, an internship of one year in the school is required for those without teaching experience. It is possible for a student to obtain certification as a school counselor with a minimum of 33 credits, although more often it is necessary to complete required course work up to 45 credits. The latter would be true, for example, when a student's undergraduate preparation does not allow for waivers in the field of psychology. Thus, all programs must be planned individually with a faculty advisor. Candidates who do not already have a Master's degree will be granted an M.A. upon the completion of 33 credits and after passing the comprehensive examination. The M.A. must include Ed 429 Philosophical Foundations of Education.

Students who complete the school counseling certification program will qualify to take the national counselors certification examination under the National Board for Certified Counselors, Inc. This is a separate certification from that which is granted by the state for school employment.

Recommendation for State certification will be made on the advice of the faculty when the student has satisfactorily completed the program.

Students who desire certification in school counseling must take 9 credits in psychology, 27 in core courses and 3 in philosophical foundations.

Those who already hold a Master's degree in a non-related field must fulfill the requirements for certification. This can be done at the Sixth Year Certificate level.

Certification as a school counselor would be recommended by Fairfield University when the student has completed:

1. A planned graduate program in school counseling.
2. Three years of successful teaching experience OR a one-year full-time supervised internship for those who have not had teaching experience.
3. One year of successful work experience in one or more fields other than teaching, or the equivalent.

School counselors must obtain 45 graduate credits for standard certification in Connecticut. Course work may be in related areas such as advanced courses in the counseling program, special education, administration, etc.

Requirements for the Master of Arts

1. Ed 429 Philosophical Foundations of Education

2. 9 credits in psychology must be taken at the graduate or undergraduate level. (One course must be taken at the graduate level.) No courses are waived after 9 years beyond the undergraduate level.

Py 441	Psychology of Personal Adjustment
Py 442	Abnormal Psychology
Py 446	Developmental Psychology I Childhood & Adolescence
Py 434	Applied Theories of Learning
Py 448	Psychology of Personality

3. Major field (graduate level only with the possible exception of Py 433)

So 454	Social & Cultural Foundations
Py 433	Behavioral Statistics
Py 536	Educational and Psychological Testing
Cn 451	Principles and Foundations of Guidance
Cn 455	Group Process
Cn 457	Career Development: Theory and Practice
Cn 531	Techniques and Procedures in Guidance
Cn 553	The Counseling Process
Cn 558	Introductory Practicum in Guidance and Counseling
Cn 590	Internship in Counseling and Guidance (6 credits)

4. Comprehensive examination

Requirements for the Certificate of Advanced Study.

See requirements under "General Regulations," page 44.

If the following courses are not included within the provisional certification program, they must be part of the course work for permanent certification or for the sixth year certificate.

Cn 554	Group Counseling
Ed 534	Theories of Learning
or	or
Py 434	Applied Theories of Learning
SE 413	Introduction to Learning Disabilities (or equivalent)

Course Descriptions

(The number in parentheses is the one used in previous catalogues)

Cn 405 (Ed 305.5) Leadership Behavior

This course will explore leadership in the framework which affects the superior/subordinate relationship. Emphasis will be on individual and group leadership as an integrating mechanism in complex organizations. Topics such as group norms, effect of group pressure toward uniformity, hidden agendas, distortion of verbal perceptions, leadership styles, reference groups, etc., will be addressed through readings, discussion and video tape role play. *3 credits*

Cn 431 (CS 231) Introduction to Community Services

This course is designed to introduce students to the foundations of counseling in the community and to a spectrum of community service agencies. Students will also have the opportunity to become familiar with the services of agencies which serve the population of their interest. *3 credits*

Cn 445 (Ed 245.3) Coping with Adolescent and Childhood Trauma

This course will provide ways of dealing with trauma in young people and the environmental effects of both home and school related to life-threatening illness. An additional aspect of the course will address the dynamics of adolescent depression with special emphasis on the suicidal adolescent. *3 credits*

Cn 448 (Ed 246.3) Psycho-social Issues in Gerontology

The physiological, psychosocial, developmental and crisis issues of aging will be explored along with resources for meeting the needs of people in their later years. Retirement, leisure, housing, health care, and death and dying are among the issues discussed. *3 credits*

Cn 450 (Ed 251.5) Families in Crisis: Wife and Child Abuse

The course is designed to assist the student in acquiring an understanding of the psychological and social factors contributing to the problems of child abuse and wife abuse. The personality characteristics of the abuser as well as the abused are examined along with the exploration of the various modes of therapeutic intervention. *3 credits*

Cn 451 (Ed 251) Principles and Foundations of Guidance

Surveys the philosophy and functions of guidance; the preparation and duties; the methods and models employed and the trends and issues in school counseling. Provides knowledge and appreciation of programs likely to promote efficient group and individual counseling services. *3 credits*

Cn 452 (Ed 252) Human Relations Training for Personal Effectiveness

This laboratory course will assist participants to observe their interpersonal behavior in a number of ways. Students will examine assumptions, values and goals seeking to adapt new ones should old attitudes prove invalid to the participant. Communication skills and quality responses which include emphatic components will be addressed. *3 credits*

Cn 455 (Ed 255) Group Process

Laboratory course with focus on group tasks in an interpersonal context. Students will observe the nature of their interactions with others and enhance their knowledge about the nature of groups and the laws of their development. *3 credits*

Cn 457 (Ed 257) Career Development: Theory and Practice

The psychology of work and theories of career development will be covered. Vocational interest tests and the uses of various counseling techniques will be explored. The emphasis of the course is on career counseling and guidance throughout the life span. *3 credits*

Cn 470 (Ed 370) Foundations of Religious Counseling and Spiritual Direction

An overview of the psychological and spiritual growth processes provides the foundation for an understanding of spiritual direction and religious counseling. Topics as obstacles to spiritual growth, prayer and discernment will be included. *3 credits*

Cn 500 (Ed 319.1) Approaches to Religious Counseling and Spiritual Direction

The course provides students with the skills and techniques needed to facilitate the counseling and direction process. Models for counseling in a religious context and for spiritual direction will be explored as well as relevant issues. (Prerequisite: Cn 470) *3 credits*

Cn 510 Introduction to Rational Emotive Therapy

This course will introduce the student to the theory and methods of Rational Emotive Therapy (RET) as developed by Albert Ellis and modified by Maxie Maultsby into Rational Behavior Therapy (RBT). The focus on the course will be on practical ways RET and RBT may be employed in counseling. (Prerequisite: 6 credits to include Py 435, 441, 442 or 446) *3 credits*

Cn 531 (Ed 331) Techniques and Procedures in Guidance

Following an earlier understanding of the philosophy and principles of guidance, students are exposed to specific techniques procedures, and materials used in secondary school guidance programs. This includes an introduction to the use of microcomputers. (Prerequisites: Py 536, CN 351, 357) *3 credits*

Cn 550 (Ed 373.1) Introduction to Family Counseling

This course will survey the field of family therapy with special emphasis on predominant approaches currently practiced. Major theoretical orientations developed by Minuchin, Haley, Satir, Ackerman, Whitaker and other leading theorists will be explored and evaluated. (Prerequisites: 6 credits to include Py 435, 441, 442 or 446) *3 credits*

Cn 551 (Ed 373.4) Counseling the Single Parent Family

This course is designed for students interested in the dynamics and difficulties of counseling the single parent family. The emphasis of the course will be developmental and systems oriented. The interaction and roles of family members with others inside and outside the structural framework of the family will be studied in depth. (Prerequisites: 6 credits to include Py 435, 441, 442, or 446) *3 credits*

Cn 552 (Ed 373.7) Structural Family Therapy

This course will focus on the major theorists in structural family therapy, especially Salvador Minuchin. Specific techniques developed by these theorists (e.g., "reframing" and "restructuring") will be explored. The importance of boundary negotiation and family adaptation to stress will also be examined. (Prerequisite: CN 550) *3 credits*

Cn 553 (Ed 351) The Counseling Process

Introductory course designed to equip the student with the various techniques of interpersonal communication and their application in counseling. The counseling process will be studied from the conceptual viewpoints of the phenomenological, humanistic trend. Major emphasis is on role playing with the use of video tape and one-way mirror observation. (Prerequisites: all basic psychology courses and at least 24 credits in the program, which is usually all course work previous to introductory practicum) *3 credits*

Cn 554 (Ed 356) Group Counseling

Students explore the dynamics of interpersonal relationships in a laboratory setting as participants in a group and observers of a group. Focus is on the identification of the structure of counseling groups and analysis of the dynamics that render them therapeutic. (Prerequisite: CN 553) *3 credits*

Cn 555 (Ed 352) Advanced Counseling

For those working as counselors in a professional setting or who have taken a practicum in Counseling, Advanced Concepts in Counseling. Use of video tape. Permission of department. *3 credits*

Cn 556 (Ed 356.1) Advanced Group Counseling

Advanced laboratory course for counselors, psychologists or mental health workers. Students will further enhance their leadership skills in working with a therapeutic group. (Prerequisites: CN 451, CN 554) *3 credits*

Cn 557 (CS 358) Practicum in Human Services

Weekly counseling experiences arranged with the student in agencies. Students will meet weekly for supervision at the University. (Prerequisite: Completion of all coursework previous to practicum) *3 credits*

Cn 558 (Ed 358) Introductory Practicum in Guidance and Counseling

Weekly counseling experiences with school age children. Students meet weekly for supervision at the University. (Prerequisite: Completion of all coursework previous to practicum) *3 credits*

Cn 590 (Ed 399.7C) Internship in Counseling and Guidance

Work experience in a counseling and guidance program in a school setting for those who have not had teaching experience. Interns are supervised during the entire school year in the work setting by faculty of the Counseling Division. (Prerequisite: Coursework completed) *3 credits*

Cn 595 (Ed 400C) Independent Study in Guidance and Counseling

Students may do individual projects in consultation with an individual faculty member. Proposals are submitted one semester in advance. *3 credits*



School and Applied Psychology

Alexander Tolor, *Program Director*

Psychology has made, and continues to make, significant contributions to the quality of life in our changing society. These contributions are noted in such areas as improvement in child-parent relationships, increased self-understanding, prevention of adjustment failures, restoration of psychological well-being and maximizing the human potential. With these considerations in mind, students may choose to concentrate on a specific career-related program of study, such as school psychology, or they may select particular courses to enhance their effectiveness in a variety of work areas that are not specifically identified as psychological services but in which psychological insights are helpful.

The faculty have established close working relationships with various settings in which psychological services are provided. Included among these are schools, child guidance clinics, family agencies and corporations having human resource development services.

The **school psychology** program subscribes to the philosophy that students should be broadly educated and trained for a profession that serves people. In order to further the understanding of the complexities of human behavior, there must be an adequate grounding in concepts drawn from psychological science as well as a familiarity with the social and biological conditions that are basic to normal and deviant human development. The program covers a wide range of approaches, introduces students to them, and encourages students to evaluate their own responses from scholarly study and from an examination of themselves.

Coursework encompasses the processes of healthy psychological development, interferences in such development, and interventive procedures intended to create a more favorable environment for learning and for improvement of the child's functioning.

The specific school psychology curriculum meets Connecticut Certification requirements and permits the student to earn a Master's degree and to complete nearly all requirements for a sixth year Certificate of Advanced Study.

The Master of Arts program in **applied psychology** offers courses in psychology combined with selected courses from other programs and schools of the University, to help prepare students to deal with a range of human problems in business, industry, and the public sector. Typically, the formal educational experiences are supplemented by subsequent training in a work setting.

A somewhat different program is available to students seeking a Master's degree with a concentration in psychology. Some of these students wish to strengthen their academic background before pursuing doctoral studies in psychology at another institution. A personalized program of studies may be arranged in consultation with the faculty.

Applied Psychology

Requirements for the **Master of Arts** degree are based on the student's undergraduate preparation in psychology and career goals.

1. Completion of 30 credits of approved courses, of which 18 credits must be in psychology.
2. Comprehensive Examination.

Certification Program in School Psychology

Connecticut certification standards for school psychologists do not require prior experience in teaching or teacher training. State certification standards require at least 45 credits of study, including two field work experiences, and the completion of a successful full-year's internship, for which the University grants six additional credits. Our requirements exceed the minimum State requirements in that we normally require 51 credits of study, including the two field work experiences, prior to the full-year's internship. However, waivers may be granted for certain introductory or intermediate graduate courses if the student has already completed comparable study at the graduate or undergraduate level with acceptable grades within a period of nine

years prior to admission to the program. In some instances, therefore, a student may need to conform only with the minimum 45 credits required by the State prior to the internship.

An interview with a faculty member is encouraged for all students considering enrollment in the certification program. Once study is begun, students are to arrange for interviews with two full-time faculty members before the completion of the 12 credits required to continue in the program. Planning of coursework is done in consultation with a faculty advisor.

On completion of the prescribed program of study and the recommendation of the School, students qualify for a two-year provisional certificate in school psychology. This certificate permits them to arrange for a year's internship of 180 days in a school year, spent in a school setting, or divided equally between a school and a clinical setting. Consideration may be extended to permit a student to spend one school term in each of two successive school years in internship to satisfy the requirement. On satisfactory completion of the internship, the student is awarded a provisional certificate in school psychology.

Requirements (45-51 credits)

1. No Prerequisites

Ed 429	Philosophical Foundations of Education
Py 430	Issues in Professional Practice
Py 433	Behavioral Statistics
Py 441	Psychology of Personal Adjustment
Py 446	Developmental Psychology I: Childhood and Adolescence
So 412	Contemporary Social & Cultural Issues
SE 413	Introduction to Learning Disabilities
Py 434	Applied Theories of Learning
Py 435	Psychology of Personality

2. With Prerequisites

Cn 553	Counseling Process
Py 536	Educational and Psychological Testing
Py 538	Educational and Psychological Assessment I
Py 539	Educational and Psychological Assessment II
Py 540	Projective Techniques I
Py 541	Projective Techniques II
Py 576	Field Work in Child Study I
Py 577	Field Work in Child Study II
Py 598	Internship in School Psychology
Py 599	Internship in School Psychology

3. Electives (Consult course descriptions for prerequisites)

Py 439	Community Psychology
Py 442	Abnormal Psychology
Py 449	Clinical-Child Neuropsychology
Py 450	Theories of Child Psychotherapy
Py 471	Effective Interviewing
Py 530	Behavior Therapy
Py 535	The School Psychologist as Consultant
Py 542	Rorschach Techniques I
Py 543	Rorschach Techniques II
Py 548	Psychotherapy for School Psychologists
Py 549	Neuropsychological Assessment of Children
Py 571	Research in Psychology
Py 575	Short-term Psychotherapy

Students in the school psychology program are expected to satisfy the requirements for the **M.A. degree**, provided they have not already received the degree. These requirements include completion of the course, Philosophical Foundations of Education, and the passing of the comprehensive examination. On completion of 33 credits of graduate study (including transfer credits, if approved by the Dean), the student is then eligible to receive an M.A. degree. The balance of credits required in the program may be applied to the **Certificate of Advanced Study**.

In view of the great responsibility which the School has in insuring adequate protection to the children and other individuals served by school psychologists and to the profession, the faculty reserves the right to discontinue in the program those students whose academic per-

formance in advanced courses is marginal, those who perform poorly on the comprehensive examination, or whose behavior characteristics are inappropriate. Such students may be denied recommendation for certification.

Students who intend to meet requirements for the **standard** certification in Connecticut are required to complete three years of satisfactory experience after receipt of the provisional certificate as well as 15 credits of additional study. A minimum of three credits of study is required in each of these three areas: (1) family relationships and sociological factors; (2) research; (3) related disciplines, e.g., speech pathology, language development, special education, community resources. Six credits may be earned in study of elective subjects. In the process of completing requirements for a standard certificate, a Certificate of Advanced Study is awarded.

Bilingual School Psychology

Thomas deTullio, *Coordinator*

Master of Arts and Certificate of Advanced Study

Requirements: Applicants must demonstrate proficiency in English and one other language.

See requirements under "General Regulations," page 44. A program of studies is individually planned for each student. Required courses are as specified below. At the discretion of the coordinator some courses may be substituted.

For descriptions of Ed courses, please refer to Teaching and Foundations section.

Ed 471	Multicultural Education: Perspectives
Py 433	Behavioral Statistics
Py 435	Psychology of Personality
Py 441	Psychology of Personal Adjustment
Ed 431	Testing & Assessment Bilingual/ESOL
Ed 441	Teacher and Pupil in the Multicultural Classroom
Ed 423	Principles of Bilingualism
Py 538	Educational & Psychological Assessment I
Py 540	Projective Techniques I
SE 413	Introduction to Learning Disabilities
Py 539	Educational & Psychological Assessment II
Py 541	Projective Techniques II
Ed 426	Methods and Curriculum in Bilingual Education
Py 536	Educational and Psychological Testing
Ed 485	Socio/Ed Issues in Bilingual Education
Cn 553	Counseling Process
Py 434	Applied Theories of Learning
Py 576	Field Work in Child Study in Bilingual Settings
Py 598	Internship in Bilingual School Psychology
Py 599	Internship in Bilingual School Psychology
Ed 572	Consultation in Bilingual Schools & Communities

Course Descriptions

(The number in parentheses is the one used in previous catalogues)

Py 409 (SE 209) Introduction to Human Neuropsychology

History of brain-behavior relationships. Overview of defectology. Psychological approaches to assessment: Halsted-Reitan, Luria. *3 credits*

Py 430 (Ed 230) Issues in Professional Practice

An introduction to the practice of school psychology. On-site visits to schools and presentations by working professionals. Emphasis on case referrals, consultation, perspectives on assessment and program development. *3 credits*

Py 433 (Ed 233) Behavioral Statistics

A study of elementary descriptive and inferential statistics with emphasis on applications in the behavioral sciences. Topics studied include measures of central tendency, variability, normal distributions, z and t scores, and statistical tests of significance. *3 credits*

Py 434 (Ed 334.5) Applied Theories of Learning

Presents the major learning theories as they relate to various psychological problems (behavioral, emotional and psychoeducational) within the school and home setting. *3 credits*

Py 435 (Ed 335) Psychology of Personality

A comprehensive approach to an understanding of personality formation through a survey of viewpoints of leading theorists such as, Freud, Jung, Adler, Horney, Sullivan, Allport, Maslow and others. *3 credits*

Py 439 (Ed 239) Community Psychology

Applications of psychology for the improvement of the quality of life in communities. Identification of communities and of needed services; involvement of communities, renewal of citizen participation. Effective communication. Career development for the community psychologist. *3 credits*

Py 441 (Ed 241) Psychology of Personal Adjustment

A study of the process of adjustment of normal individuals, particularly in the ages of childhood and adolescence; identification of abnormal adjustment reactions; applications of mental health principles to school, family and community settings. *3 credits*

Py 442 (Ed 242) Abnormal Psychology

Covers a wide range of psychopathological conditions, the symptoms and dynamics involved, their etiologies, with special emphasis on child pathology. *3 credits*

Py 446 (Ed 246) Developmental Psychology I: Childhood and Adolescence

A study of the processes of human development from birth through adolescence. Stages of physical growth are detailed. Family life, sub-cultural factors, and school experience are evaluated for their effect on personality. Drug abuse and psychological disorders are identified. The clarification of self and preparation for the world of work are traced. *3 credits*

Py 447 (Ed 246.1) Developmental Psychology II: Adulthood and Aging

An intensive examination of the processes of human development from young adulthood through old age with an emphasis on middle adulthood. The characteristics of each of the stages along with the major issues of each will be studied in the light of the person's past and future. *3 credits*

Py 449 (SE 339) Introduction to Clinical-Child Neuropsychology

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning and emotions. *3 credits*

Py 450 Theories of Child Psychotherapy

This course will offer an introduction to the major models of individual and group child psychotherapies. Emphasis will be placed upon the theoretical bases, research support and differential value of current treatment modalities. Attention will be paid to specific child psychotherapies such as play therapy, behavior therapy, parent training, chemotherapy and family therapy. Participants will be exposed to a variety of actual case materials for demonstration. The ethics, rights and confidentiality of child evaluation and treatment will be reviewed.

3 credits

Py 471 (APV 271) Effective Interviewing

This course is designed to offer training to individuals whose work requires a high level of skill in communication. The emphasis is on defining the goals of the interview, on the best means for achieving these goals, on attending to overt and covert language and non-language messages, and on dealing with the emotional dimensions of the interview.

3 credits

Py 490 (SE 290) Neuropsychology of Language Pathology

Normal language development and child language pathology. Language dysfunction and appropriate assessment procedures; motor-expressive and sensory-perceptual disorders (semantic, phonemic, etc.).

3 credits

Py 530 (Ed 336.2) Behavior Therapy

A one-semester, introductory course on behavior therapies: their origins, assumptions, learning theories and techniques. The focus will be on respondent and operant therapies, but will also integrate some of the recent methodologies such as rational-emotive and cognitive therapies. (Prerequisite: Py 441 or Py 442)

3 credits

Py 535 The School Psychologist as Consultant

Primarily for school psychologists in the field and for advanced graduate students. Intended to develop skills to handle practical demands placed on school psychologists. Covers modes of leadership, principles of group dynamics, communication theory, consultant and problem-solving roles required for planning and placement and for improved parent-school-staff relationships. Also treats program development and evaluation skills, ethical practices, paralegal skills, and parent/child advocate functioning. (By permission only)

3 credits

Py 536 (Ed 236) Educational and Psychological Testing

Concepts and principles of educational and psychological testing and encompassing purposes, characteristics and types of tests, administration, scoring and interpretation of test results. Emphasis on aptitude, interest and achievement testing. (Prerequisite: Py 433)

3 credits

Py 538 (Ed 338.1) Educational and Psychological Assessment I

Introduction to the background and principles of individual assessment techniques. Special problems of psychodiagnostic testing of minority group children will be considered. Major emphasis will be placed on the administration, interpretation and reporting of the Wechsler Scales. (Prerequisites: Py 536, 441, 446)

3 credits

Py 539 (Ed 339.1) Educational and Psychological Assessment II

The integrated use of psychodiagnostic tests in case study. Demonstration and practice in the Binet, I.T.P.A., McCarthy Developmental Scales, Bender-Gestalt, Goodenough Drawing, WRAT, SOMPA and related instruments, designed to assess intellectual, perceptual and psychoeducational functioning. (Prerequisite: Py 538)

3 credits

Py 540 (Ed 340) Projective Techniques I

Intended to give an appreciation of the nature and purpose of projective instruments, and to sensitize the student to careful and systematic observation of clients. The Bender-Gestalt Test, projective drawings and sentence completion test are among the instruments studied. (Prerequisites: Py 435, 538) *3 credits*

Py 541 (Ed 341) Projective Techniques II

Advanced course which prepares students for administration, scoring, and interpretation of selected thematic tests. (Prerequisite: Py 540.) *3 credits*

Py 542 (Ed 342) Rorschach Techniques I

Advanced course providing training in the administration, scoring, interpretation, and report writing of the Rorschach techniques. Both semesters of Rorschach courses required to fulfill standards of adequate professional practice. (Prerequisites: Py 540, 541.) *3 credits*

Py 543 (Ed 342.1) Rorschach Techniques II

Intended not only to equip students for adequate administration and scoring but also to prepare for making valid independent interpretations of the Rorschach technique and to write integrated psychological reports. (Prerequisite: Py 542.) *3 credits*

Py 548 (Ed 348) Psychotherapy for School Psychologists

This course is intended to sensitize the student to the meaning of specific therapeutic transactions with children and their parents. Access to clients is required. For advanced students by permission only. *3 credits*

Py 549 (SE 239) Neuropsychological Assessment of Children

Evaluation of symptoms and developmental history. Interpretation of developmental, systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of the instructor.) *3 credits*

Py 571 (Ed 371) Research in Psychology

Focuses on applied human research. Aims to encourage students to pose relevant research questions that may be resolved through scientific methods, to acquaint students with research designs, to enable students to become informed consumers of research reports by evaluating the bases for conclusions reached, and to stimulate interest in doing research. (Prerequisites: Py 433, 536.) *3 credits*

Py 573 (Ed 373.8) Parent Communication

Techniques of communication in improvement of parent-school relations, interpretation of psycho-educational recommendations, conduct of parent support groups and consultation in crisis situations. *3 credits*

Psy 575 (Ed 348.1) Short-Term Psychotherapy

This course is designed for professional workers, including psychologists and social workers in agencies, institutions, schools or (if qualified) private practice. Short-term therapeutic procedures and limited goals are stressed. Each participant comes prepared to report on client contacts on an ongoing basis. For advanced students by permission of instructor. *3 credits*

Py 576 (Ed 337) Field Work in Child Study I

Field work in the evaluation of intelligence and adjustment status of students in school settings. Assistance given in arrangement for the field placement; weekly seminar attendance is required. (Prerequisites: Py 538, 540, successful completion of the comprehensive examination.) *3 credits*

Py 577 (Ed 337.1) Field Work in Child Study II

Field work in the evaluation of children in a child service agency or mental health clinic. Assistance in placement arranged; weekly seminar attendance is required. (Prerequisites: Py 576; completion of or concurrent enrollment in Py 539 and Py 541.) *3 credits*

Py 598 (Ed 399.7P) Internship in School Psychology I

Semester experience of 90 days in school or clinical setting under joint supervision of faculty and school/agency psychologist. (Prerequisite: completion of all coursework for special provisional certification in school psychology.) *3 credits*

Py 599 (Ed 399.8P) Internship in School Psychology II

A second semester of 90 days in school or clinical setting. (Note: certification requires a minimum of 90 days in school experience.) Supervision by faculty and school/agency psychologist. (Prerequisite: completion of Py 598.) *3 credits*

SO 412 Contemporary Social and Cultural Issues

New values and a changing culture; the reinterpretation of laws. Consciousness raising and the effects on opportunities for women; for minorities. Changes in patterns of family living. Impacts upon city, suburban and country settings. The effect of technology on cultural experience, work organization, and the domestic economy. *3 credits*



Special Education

Margaret C. Deignan, *Program Director*

The primary objective of the program in special education is the training of teachers to serve the needs of exceptional children requiring specialized educational and behavioral management approaches to facilitate their reaching maximum learning potential.

The program provides the courses necessary for State certification in the teaching of handicapped children and offers a unique bilingual option. The program also offers courses in teaching the gifted and talented child.

Requirements for the Master of Arts and the Certificate of Advanced Study

Special Education

The Master's degree and Certificate of Advanced Study programs in special education are individually planned according to each student's needs, interests and background. The programs require 33 credits and 30 credits, respectively.

On the Master's level the student is required to take 24 credits in special education including Seminar (SE 599). Ed 429 is a general requirement for all Master's candidates. A comprehensive examination is required and six credits of elective courses are permitted.

In addition to the individually designed program, candidates for the C.A.S. are required to take SE 540 (C.A.S. Practicum) and Ed 534, Theories of Learning. A C.A.S. major in special education requires a minimum of 18 credits within the program, and six credits of elective courses with approval are permitted.

Bilingual Special Education

Thomas deTullio, *Coordinator*

Applicants must demonstrate proficiency in English and one other language.

A program of studies is individually planned for each student and normally requires 39 credits. The following represent the required courses. At the discretion of the coordinator some courses may be substituted.

For full descriptions of courses please refer to the Teaching and Foundations section for Ed courses and to Special Education for SE courses.

SE 413	Introduction to Learning Disabilities
SE 561	Diagnostic Procedures in Special Ed.
Ed 431	Testing and Assessment-Bilingual-ESOL
Ed 461	Reading in the Bilingual Classroom
SE 432	Management Techniques in Special Ed.
Ed 423	Principles of Bilingualism
SE 535	Clinical Teaching I
SE 536	Clinical Teaching II
Ed 426	Methods and Curriculum-Bilingual Ed.
Ed 485	Socio-Ed: Issues in Bilingual Ed.
SE 403	Issues and Problems in Special Ed.
SE 591 and SE 592	Practica

Certification Requirements

The following represent the current State requirements for certification as a Teacher of Handicapped Children.

To receive a provisional certificate endorsed for special education, an applicant must present evidence of meeting general and specific basic requirements as mandated by the State Department of Education. Programs for certification will be specified on an individualized basis in a series of meetings with the candidate's advisor.

The certification program in special education at Fairfield University is sequentially organized across categories. This format provides a frame of reference for the evaluation of learning strengths and weaknesses of each child. This evaluation of perceptual, language and cognitive functioning is used as the basis for deriving a prescriptive curriculum for the handicapped child.

The planned program in special education is presented according to the format of the State certification law for preparation and includes courses in the following areas:

1. Psychoeducational Theory and Development of Handicapped Children

Developmental growth from infancy to adulthood is a baseline against which handicapped children are viewed.

2. Diagnosis of Handicapped Children

Students possessing the outline developmental information can view each handicapped child against this background and thereby assess developmental strengths and weaknesses.

3. Program Planning and Education of Handicapped Children

Survey, analysis and evaluation of programs available for handicapped children. Theory, development, diagnostic procedures, curricula and methods will be used as the baseline for comparison.

4. Curriculum and Methods of Teaching Handicapped Children

The teaching process, although based upon sound diagnosis and expert knowledge of developmental sequences of remedial education, must deal with each child's unique ways of functioning. The teacher cannot proceed without knowledge of the child's style of learning, tolerance for anxiety, span of attention, pace of information processing, capacity for organization, capacity for relationships and momentary motivational states.

Opportunity is provided within the special education program for teachers to be exposed to such variables. The teacher is expected to learn to observe children, to understand them and to modify theoretical programs to fit the child variables. The teacher is expected to be able to shift gears, to shift areas and to utilize several alternative approaches to the same end goal.

5. Practica

The practica are designed to give students opportunities to engage in actual teaching situations under supervision by university, school and agency personnel. They provide situations in which to observe and evaluate the ability of the students to translate classroom learning into effective teaching.

Practicum requirements are settled individually in meetings with faculty advisors.

6. Special education course planning will be in concert with the student's advisor.

Course Descriptions

(The number in parentheses is the one used in previous catalogues)

Special Education

SE 403 (203) Issues & Problems in Special Education

This course is designed to introduce special education, regular education and other related service majors to a variety of complex issues and problems in special education. Emphasis will be placed on themes such as: labeling of children and youth, mainstreaming, programming for instruction, de-institutionalization, parent-school involvement, early identification, the learning process and the changing role of special education. *3 credits*

SE 409 (209) Introduction to Human Neuropsychology

History of brain-behavior relationships. Overview of defectology. Psychological approaches to assessment: Halsted-Reitan, Luria. *3 credits*

SE 411 (211) Introduction to Mental Retardation

This course is designed to develop an understanding and working knowledge of mental retardation. The emphasis is on the definitional, medical, psychosocial and educational issues that affect the lives of people who have been diagnosed as being mentally retarded. *3 credits*

SE 413 (213) Introduction to Learning Disabilities

This course introduces learning disabilities by providing a history, a definition and a review of research. A conceptual model is introduced with supporting developmental rationale for inclusion. *3 credits*

SE 417 (217) Introduction to the Emotionally Disturbed Child

This course introduces emotional disturbance in children by comparing normal and atypical patterns of personality growth from infancy through adolescence. *3 credits*

SE 432 (232) Management Techniques in Special Education

This course is designed to offer training in techniques for improving the academic and social behavior of students with behavior problems. Content will include such topics as: behavioral observation and analysis, task analysis, intervention strategies and measuring and recording behavior change. This course is available to all students who work with people to affect behavioral change. *3 credits*

SE 436 (236) Administration of Educational Tests

A course designed to include selection, administration, scoring and interpretation of individually administered educational achievement and diagnostic instruments. *3 credits*

SE 437 (237) Testing for Special Education

The general aim of this course is to familiarize the student with the requirements of good testing practice. It will treat the criteria by which tests are to be evaluated. It will consider the special problems of those who work with handicapped students or those in need of remedial help. An attempt will be made to develop an appropriate vocabulary and to introduce the student to some of the more widely used standardized tests and to sources of test information. *3 credits*

SE 440 The Learning Disabled Adolescent in the Secondary School

This course will present models and instructional strategies for the delivery of educational services to the learning disabled students in the junior and senior high schools. Emphasis will be placed on support to content area subject matter, organizational techniques and interdepartmental communication and cooperation. *3 credits*

SE 441 Parents & Families of Disabled Individuals

This course is designed to introduce students to the dynamic family network of disabled persons. Emphasis is on the developmental psychological and social stages that family members undergo. Theoretical applications and clinical case studies will be presented to highlight issues related to coping and adaptation.

3 credits

SE 442 Intervention Strategies for Working with Families of the Disabled

Training for students who work with family members of disabled persons. Interview techniques, intervention strategies for effective communication and change are highlighted. Illustrative clinical cases are presented.

3 credits

SE 449 (339) Introduction to Clinical-Child Neuropsychology

This course provides a beginning understanding of the relationship between brain dysfunction and disordered learning and emotions.

3 credits

SE 459 (259) Developmental Reading: Implications for Special Education

This course is designed to present basic approaches to the teaching of reading. Special attention will be extended to the correlation of individual learning styles of special education students with appropriate reading goals, strategies and tactics.

3 credits

SE 490 (SE 290) Neuropsychology of Language Pathology

Normal language development and child language pathology. Language dysfunction and appropriate assessment procedures; motor-expressive and sensory-perceptual disorders (semantic, phonemic, etc.).

3 credits

SE 500 (400) Independent Study in Special Education

Provides the opportunity for advanced students to pursue their interest in diverse aspects of special education under the guidance of a faculty member. (Prerequisite: permission of the Program Director)

3 credits

SE 535 and 536**(335-335.1) Clinical Teaching I and II**

A six-credit sequence required of all certification candidates. The broad purpose of the two courses is to develop clinical teaching skills based upon diagnostic and observational information viewed within the concept of a learning model. The approach will be noncategorical in nature, and will explore such topics as identification of learning needs and goals; determination of educational content; selection and organization of materials and selection of educational environments. (Prerequisites: SE 413, SE 561)

3 credits

SE 537 (337) Curriculum & Methods in Mental Retardation

Curricula and methods currently in use with mentally retarded students. The school years will be treated specifically as they affect mildly and moderately mentally retarded students' ability to be learners. (Prerequisite: SE 411)

3 credits

SE 540 (340) C.A.S. Practicum

Candidates will complete project involving field work and/or research in special education. This course cannot be used to fulfill certification requirements. (Prerequisite: permission of Program Director)

3 credits

SE 549 (239) Neuropsychological Assessment of Children

Evaluation of symptoms and developmental history. Interpretation of developmental, systems, cognitive and educational tests as to level and qualitative information leading to a treatment plan. (Prerequisite: permission of the instructor)

3 credits

SE 552 (352-352.1) Workshop in Special Education

Psychological and educational procedures relevant to the diagnosis of the child who is exceptional will be considered. Diagnostic profiles will be interpreted in terms of developmental and remedial educational techniques. (Prerequisites: SE 413, SE 535, SE 561, SE 536)

6 credits

**SE 561 (361) Diagnostic Procedures in
Special Education**

Evaluation of the learning abilities of exceptional children using formal and informal approaches. (Prerequisite or concurrent: SE 413)
3 credits

**SE 585-586 (185-186) Internship in Special
Education**

Involves a minimum of one full semester of full-time teaching experience with exceptional children. Fulfills all requirements for Connecticut state certification in special education when student spends one full year (two semesters) in this position. Arrangement of internship made by university faculty; supervision by university faculty and school system; seminar attendance is required. (Prerequisites: permission of the practica coordinator)
6 credits

**SE 591-592 (390-390.1) Practica in Special
Education**

Focus in these two courses is on effective teaching experience with at least two types of exceptional children and/or two different special education settings. Each student is required to complete an eight-week teaching experience with a full semester of seminar. Arrangement of practica made by university faculty; supervision by university faculty and school system; seminar attendance is required. (Prerequisite: permission of Practica coordinator)
6 credits

SE 599 (399) Seminar in Special Education

To assist students in the integration and synthesis of their knowledge and experience. (Prerequisite: 24 credits)
3 credits

Talented and Gifted

**SE 421 (221) Education of the
Talented and Gifted**

An introductory course focusing on the characteristics of and programming for the gifted and talented child. Emphasis will be placed upon identification techniques appropriate to the intellectually superior student, the creative student and the talented student.
3 credits

**SE 423 (266) Differentiated Curriculum for
the Gifted and Talented**

This course will focus on the special learning styles of different groups of gifted and talented children and curriculum approaches that are appropriate for children with exceptional intellectual ability, children with exceptional creative ability, children with exceptional spatial ability, children with exceptional linguistic ability, and children with exceptional psychomotor ability. Methods of discovering learning style preferences will be considered.
3 credits

**SE 425 (225) The Creative Process and the
Creative Child**

A course which will focus on the exploration of creativity through activities and theories, contemporary practices and research, and which will examine the implications of this paired approach for the education of the creative child. Attention will be given to the development and measurement of creativity in classroom settings as well as its growth in the individual.
3 credits

SE 426 (280) Development of Artistic Talent

In recognition of the increasing demand that the arts (music, theatre, dance and graphic arts) be placed in the regular (K-12) curriculum, the classroom teacher needs to become familiar with principles and methods to identify and support talented students in the arts as well as to be knowledgeable on programming for all students. The course will focus on *strategies* for uncovering aptitudes, *practices* for student development, model *course designs* which will utilize available art resources and suggest methods in career guidance. *3 credits*

**SE 428 (320) Special Topics —
Talented and Gifted**

This course takes an in-depth look at major issues in the field of talented and gifted such as differentiated curriculum, learning styles, teaching strategies to maximize the potential of the student at the elementary and secondary level. Emphasis is also placed on program models and techniques of evaluation. *3 credits*

**SE 520 (380) Practicum in Education of
Gifted and Talented**

Working under the supervision of a faculty member, students will complete an individual or group project involving field work in the area of talented and gifted. Students will work directly with artists, teachers, administrators and educational specialists in the completion of projects. (Prerequisite: permission of the instructor)

3 credits



Teaching and Foundations

Francis W. Lewis, S.J., *Program Director*

Anthony Costa, *Coordinator, Undergraduate Secondary Education*

Thomas deTullio, *Coordinator of Bilingual/Multicultural Education*

Joanna H. Nicholson, *Coordinator of Special Curriculum Areas*

The programs in teaching and foundations are concerned with early childhood, elementary and secondary school teachers. They give special attention — at all levels — to general problems of teaching: curriculum planning, methods of instruction and development of teacher competencies.

Professional improvement can be pursued through Master's and C.A.S. level programs of a general or a specialized nature. Concentrations are available in bilingual/multicultural education, environmental studies, American studies and early childhood. Certification in teaching of academic subjects at the secondary school level is offered for individuals preparing for the profession.

Requirements for the Master of Arts

1. Completion of 33 credits
2. Required courses
 - a. Ed 429, Philosophical Foundations of Education (at beginning of program)
 - b. 18-21 credits, some of which may be specified, selected in consultation with the advisor
 - c. Ed 599, Seminar in Research (at end of program)
3. Electives, 6-9 credits
4. Completion of a terminal written requirement

Requirements for the Certificate of Advanced Study

1. Completion of 30 credits
2. Required courses
 - a. Ed 521, Comparative Philosophies of Education (at beginning of program)
 - b. Ed 534, Theories of Learning
 - c. 15-18 credits, some of which may be specified, selected in consultation with the advisor
 - d. A practicum at the end of the program
3. Electives, 3-6 credits

Teaching Certification

1. Secondary Education (academic subjects except English)
 - a. A course in foundations of education, i.e., Ed 429 or Ed 521
 - b. A course in educational psychology, i.e., Py 446 or Ed 534
 - c. A course in curriculum or methods of teaching, i.e., *Ed 465 or Ed 565
 - d. An additional 3 credits from one of the above areas
 - e. Supervised observation and student teaching, i.e., Ed 381-382 or Ed 383 or Ed 401-402

*Required of applicants with no teaching experience.

2. English in Secondary Education
 - a. as stated in 1 above
 - b. as stated in 1 above
 - c. Methods courses in the teaching of English and reading, i.e., Ed 466, Special Methods in Secondary School English and Ed 459, Developmental Reading in the Secondary School
 - d. Supervised observation and student teaching
 - e. English credits (30 semester hours total) must include: En 405, Literature for Young Adults; En 307, Advanced Composition and Teaching Writing; En 381, Linguistics or En 382, Transformational Grammar

Consult state regulations for all other requirements, including the credits required in teaching fields. Copies of the Connecticut Certification Regulations, 14th edition, are available in the office of the Dean and in the office of the Division Director.

Areas of Concentration

Courses in American studies, bilingual/multicultural education and special curriculum areas, i.e., environmental studies, early childhood, are described in this section following the general and teaching subject courses.

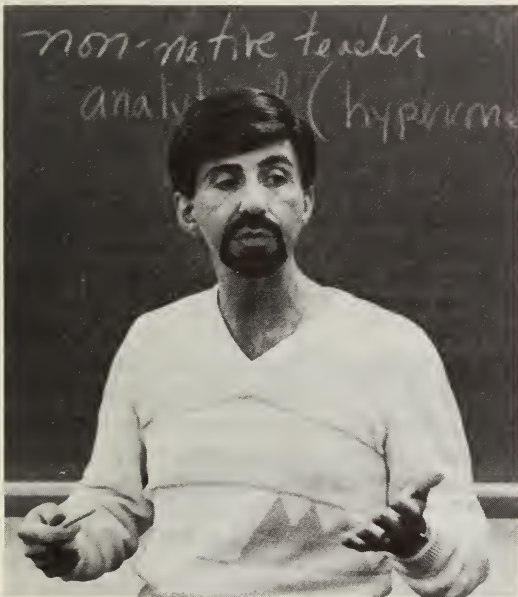


Course Descriptions

(The number in parentheses is the one used in previous catalogues)

Ed 345 (Ed 245) Psychology of Adolescence

The study of human development from puberty to maturity, the so-called period of adolescence. The developmental tasks to be treated are: physical, intellectual, emotional, social, moral, vocational, sexual. Included in the study will be the problems and issues of drugs, pregnancy, sex education, suicides, runaways. *3 credits*



Ed 381-382 (Ed 181-182) Directed Observation and Supervised Student Teaching

Internship program for students who have been approved as qualified candidates for teaching in secondary schools. It will bring students into direct classroom contact. The dynamics of classroom management, techniques of teaching, organization of lesson plans, duties as members of a school, faculty, guidance responsibilities are emphasized. Individual and group conferences are held. Each student is assisted, observed and evaluated by the Director of Teacher Training, the Supervising Teacher, and a faculty member in the academic field of the student's field of specialization. Course will require a minimum of 180 hours.

(Undergraduate Credit 6)

Ed 383 (Ed 183) Teacher Observation (for students granted waiver of Ed 381-2)

No credit

Ed 415 (Ed 215.1) Communication, Research & Reporting

This course is for foreign-born graduate students who need intensive work to improve their English skills, oral and written. It will demand dedication and hard work for five consecutive weeks. Students will see significant progress in both their communication and their writing ability. Since language should not be taught in a vacuum, increased understanding of American culture will also take place. There will be an opportunity each day for each student to talk to the teacher. *3 credits*

Ed 429 (Ed 229) Philosophical Foundations of Education

This introductory course will be an application of the basic concepts of philosophy to education in general, and to contemporary education theory in particular, to acquaint the educator with philosophical terminology, improve the clarity of the educator's thinking and encourage personal commitment to his or her own philosophy of life. *3 credits*

Ed 442 (Ed 206.4) Individualized Materials for Reading

This course offers a variety of approaches to designing, constructing and implementing reading materials. Specific methods of organization and record keeping will be investigated as they relate to backgrounds, experiences and goals of the participants in the course. *3 credits*

Ed 443 (Ed 206.9) Innovative Ways for Teaching Children to Read

This course is designed to survey and evaluate trends, techniques, recent programs and materials in innovative reading approaches. A wide variety of recent developments in reading will be explored. Specific and varied approaches will be investigated as they relate to backgrounds, experiences and goals of the participants in this course. *3 credits*

Ed 444 (Ed 213.6) Writing Workshop

Exploring various ways to engage pre-school and primary school children in poetic conversation, and poetry and creative writing appreciation in the classroom. Workshops will include use of the environment, music, dance, the arts and drama to stimulate and enhance the child's natural poetic speech, conversation, dictation and writing. *3 credits*

Ed 445 (Ed 213.1) Language Arts in Relation to Skills and Creativity

Comprehensive course will focus on the following aspects of communication skills and expressive arts and their role and contribution in the classroom. Language: reading, speaking, listening, writing, drama, movement, dance, art, light crafts, creative music, mathematics, thought processes, film, television, design, photography, perceptivity. *3 credits*

Ed 446 (Ed 263.4) People, Places and Things: Integrative Approach to Science, Social Studies and the Arts

Using personal histories, field trips, museum exhibits and hands-on-experiences, the past of people, places and things will come alive in ways that may help us better understand and deal with the present. There will be time for creating programs and developing curriculum, for making materials and for extending personal interests. *3 credits*

Ed 447 (Ed 216.1) Teaching Mathematics in the 80's

Study of the child growth patterns in learning mathematics from a Piagetian point of view. Use of commercial and found objects to develop math concepts, e.g., Cuisenaire rods, Dienes blocks, attribute blocks, geoboards, junk materials and activity cards. Developing awareness of math in other subject areas. Developing ability to quantify and express mathematics relationships in many media. All activities are related to use in the classroom. *3 credits*

Ed 448 (Ed 216.2) Helping Children Who Have Problems with Math

The emphasis on this course will be on topics in grades 4-8. Course includes diagnosis of a child's math weakness, alternate ways to present topics in math, teaching topics to the child's aptitude toward math. *3 credits*

Ed 449 (Ed 216.9) Mathematics and the Brain: A Tale of Two Hemispheres

A course designed to explore the relationship between intellectual functioning of the brain and the development of mathematical concepts in children, K through Grade 8. The course will offer a synthesis of theory and application with the primary focus on application. Approximately \$15 in materials and reprints will be available in lieu of a textbook. *3 credits*

Ed 450 (Ed 218.2) Alternatives in Evaluation: The New 3Rs — Record, Reflect, Report

A course designed to facilitate teachers' evaluating the work of children to provide for appropriate curriculum and to report descriptively about children. Teachers will learn research techniques such as observation, interviewing, questionnaire development and record keeping.
3 credits

Ed 452 (Ed 260.5) Fundamentals of Reading

Fundamentals of Reading is designed as an introduction to the practical components of reading instruction. The overview concentrates upon strategies for improving comprehension and interest in reading, methods of teaching reading and diagnostic techniques. *3 credits*

Ed 453 (Ed 306.11) A Journal Workshop: Writing the Natural Way

Using the senses and arts to create a journal writing course that teachers can use to develop a model journal for themselves and their children; specific ideas on how journal writing can continue to motivate and reinforce thinking and writing skills; specific journal writing ideas which can connect to all areas of the curriculum and are grade appropriate. *3 credits*

Ed 454 (Ed 368.2) Nature and Nurture of Reading Comprehension

The course will focus on the process of reading comprehension, an exploration of what it really is. Appropriate research will be presented. A major portion of the course will be devoted to demonstration and use of specific comprehension strategies for fiction and non-fiction, and for development of critical thinking skills. Reading materials and procedures will apply to K-12.
3 credits

Ed 455 (Ed 263.2) Reading in the Content Areas

Rationale and strategies for teaching reading in the various content areas. Focus will be upon strategies for diagnostic instruction and methods for concept development. *3 credits*

Ed 459 (Ed 259.1) Developmental Reading in the Secondary School

Methods and materials for improving reading and study skills at the secondary level; the application of developmental reading skills in all curriculum areas.
3 credits

Ed 460 (Ed 258.5) The Educator in Industry

This course is sponsored by the General Electric Foundation in cooperation with Fairfield University. School systems in the surrounding towns are invited to nominate classroom teachers, administrators and school counselors to participate in the program. The purpose of this course is to enhance the educational expertise of participants in areas of career development and to develop resources that have the potential to impact on career counseling and curriculum development. Applicants apply through their local school system. The program is done on released time, because all sessions are held in business or industry. (Off Campus)
3 credits

Ed 462 (Ed 218.4) Organizing and Managing Today's Classroom

How to achieve effective teaching and independent learning in the elementary classroom. Techniques, skills and materials that have fostered student independence and academic achievement will be shared. Participants will be actively involved in analysis of curriculum for integrated approaches, discussion and evaluation of learning styles and modalities, and creation of teaching materials for individualized learning. Topics will include: using the basics to achieve individualization; integrating the reality of a curriculum with the philosophy of individualization; organizing the physical classroom to promote independent learning; creating materials to meet individual learning needs; easing paper work (scheduling, selection, record keeping); setting priorities and budgeting time; relating to students; evaluation procedures; motivation, planning and accountability.
3 credits

**Ed 465 (Ed 264) Teaching Methods for
Secondary Schools**

A treatment of teaching procedures and materials for aiding the learning process as they apply to classroom instruction in academic subjects in the secondary school. *3 credits*

**Ed 466 (Ed 264.1) Special Methods in
Secondary School English**

The organizational pattern in which English can best be taught. An analysis of the effectiveness of various types of methodology in bringing about changes in the language usage of young people. The course considers such factors as appropriate curricula materials, methods of organization; approaches to the study of literature and procedures most cogent in the field of grammar, composition, oral communication and dialogue. *3 credits*

**Ed 473 (Ed 333.3) Educating Both Halves of
the Brain**

This course is a metaphor for thinking about individualization and integration — two familiar concepts in education. But it will take as a starting point some of the recent research on the hemispheres of the brain, a not-so-familiar concept in education. We will explore strategies for promoting many paths to learning (individualization) and a greater use of the total mind and body (integration of intuitive-holistic and analytic-verbal thinking). *3 credits*

**Ed 500 (Ed 400) Independent Study in
Teaching/Curriculum/Foundations**

3-6 credits

**Ed 501 (Ed 201.2) Gesell Screening
Workshop**

A three-day screening workshop on assessment of pre-kindergarten, kindergarten and pre-first-graders — "A Developmental Point of View." (Off Campus) *2 credits*

**Ed 502 (Ed 201.3) Gesell Readiness
Workshop**

A four-and-a-half day workshop designed to instruct students in the administration and interpretation of the School Readiness Test, determining the maturity level of school-age children. The course is devoted to philosophical and practical presentations in each of the morning sessions and instruction and assessment procedures in the afternoon. (Off Campus) *3 credits*

**Ed 503 (Ed 201.4) Gesell Preschool
Workshop**

A four-and-a-half day workshop designed to instruct students in preschool assessment, determining the maturity level of preschoolers, and "how not to work with preschoolers." (Off Campus) *3 credits*

**Ed 505 (Ed 202.5) Early Learning Center
Workshop Week**

Although the Early Learning Center has some roots in the work of Maria Montessori, the Center follows many of the practices in the British Infants Schools. The curriculum is modeled after Montessori's work and includes materials in the sensorial, mathematics, sound/music, practical life and art areas. The teaching philosophy of the Early Learning Center will be presented and the workshop covers curriculum management roles, record keeping, video review and coaching. (Off Campus) *3 credits*

**Ed 513 (Ed 203.9) Summer Institute in
Teaching: Exploring Strategies for
Growth and Change**

Lectures, workshops, demonstrations, small group discussions with a nationally prominent faculty in an intensive week of graduate study. Sessions will include methods, organization, role of the teacher in curriculum building and the social environment of the school and what is taught implicitly by that environment. *3 credits*

**Ed 514 (Ed 204.9) Advanced Summer
Institute in Teaching**

An in-depth look at strategies for growth and change for teachers and administrators. Opportunities for mini-courses, seminars and lectures. (Prerequisite: Ed 503) *3 credits*

Ed 515 (Ed 330.5) Creativity in Living and Learning

A week-long intensive workshop course in theatre exercises and improvisation for people interested in stimulating their own approach to living, learning and teaching — educators in gifted/talented programs and all other disciplines, artists, leaders of community groups, anyone involved in educational and community services. (Off Campus) *3 credits*

Ed 521 (Ed 321) Comparative Philosophies of Education

A comparison of systems of philosophy currently influential in education as to their understanding of the purpose of philosophy and education, reality, knowledge, learning, society, school and values. *3 credits*

Ed 522 (Ed 322) Piaget: The Developmental Process

An exploration of Piaget's findings regarding the cognitive, affective and moral development of the young person and their implications for schooling practice. *3 credits*

Ed 529 (Ed 229.1) Philosophical Issues in Education

A systematic discussion of the problems of education (aims, agencies, content, method), until this discussion is reduced to an issue in metaphysics, epistemology, axiology. Educational panaceas will be examined against the frame of reference of each of the four major philosophies of education: idealism, realism, pragmatism, existentialism. The course will include an examination of current proposals, by modern educators, as appearing in recent monographs and periodicals. (Prerequisite: Ed 429 or its equivalent) *3 credits*

Ed 533 (Ed 333) Learning Values: Moral Development and Moral Education

A study of contemporary theory and practice. Includes investigation and evaluation of the work of Simon ("Values Clarification"), Piaget, Kohlberg ("Six Stages of Moral Development"), etc. *3 credits*

Ed 534 (Ed 334) Theories of Learning

A detailed consideration of the conditions of human learning found in the principal schools of psychology on the contemporary scene that are particularly significant for education. Investigation of other theories will be required for individual reports. *3 credits*

Ed 536 (Ed 236.9) Evaluating Student Performance

Alternatives to traditional grading. New tested practices which enhance learner motivation and diminish student resentment of evaluation. *3 credits*

Ed 540 (Ed 240) Humanizing Learning

A study of the sources, theory, and practice of humanistic education, with special focus on classroom implementation. *3 credits*

Ed 541 (Ed 297.1) C.E.A. Leadership Workshops

1-credit modules in the following areas: grievance processing, women's leadership training, public relations/community organizing, personal leadership skills, political action and lobbying, the vital link — the faculty representation, local association management, the organization — developing your local. (Off Campus)

Ed 542 (Ed 334.7) Project T.E.A.C.H.

This course is concerned with the following areas: utilization of verbal skills, maintaining discipline and building rapport with the positive support of skills, discipline in learning problems, the use of counseling in motivating students, confrontation through non-confrontation strategies and an understanding of group dynamics and group decision making. (Off Campus) *3 credits*

Ed 543 (Ed 364.5) Project P.R.I.D.E.

"Professional Refinements in Developing Effectiveness" helps you develop your ability to analyze the classroom practices of teachers; learn to deal with critical incidents in the classroom; recognize the impact of nonverbal communications; motivate change in behavior; hone your classroom questioning techniques. (Off Campus) *3 credits*

Ed 546 (Ed 297.4) Teacher Effectiveness Training

This course is based upon the nationally acclaimed model of communications and conflict resolution developed in his books for parents, teachers, leaders and the helping professions generally by Dr. Thomas Gordon. It explores a conceptual framework for human relationships and teaches specific skills aimed at maintaining and promoting a climate of mutual respect, responsibility and reciprocity. The main focus of the course is upon the following areas of skills development in terms of their resulting behavior changes:

- Problem-Ownership
- Listening Skills
- Constructive Confrontation
- Shared Problem-Solving
- Contract Management
- Various Conflicts

(Off Campus)

3 credits

Ed 550 (Ed 350) Focus on Comprehension

Model strategies for developing comprehension and critical thinking in students of all ages. Development of an evaluative scheme for comprehension strategies and reader involvement in text.

3 credits

Ed 555 (Ed 260.1) Techniques in Diagnosing Reading Problems

A survey of methods and materials for formal and informal, group and individual diagnosis of reading strengths and weaknesses.

3 credits

Ed 559 (Ed 269.5) Remedial Reading

Develops competency in selection and use of reading strategies/techniques for pupils of below average reading achievement level. (Prerequisites: Ed 452 and 555, similar credit, or permission from the instructor)

3 credits

Ed 565 (Ed 265.1) Principles of Curriculum Development

Students in this class will be involved in a survey of curriculum development for the appropriate level; subject-centered curricula; their evaluation and the influences that will lead to the organization of the several types of "unit" and experimental curricula. Methods of cooperative participation of parents, teachers and administrators in curriculum organization will be considered.

3 credits

Ed 566 (Ed [Ma] 268.9) Current Problems in Teaching Secondary School Math

This course is designed for teachers of secondary school mathematics. It will be conducted on a seminar basis and will investigate topics in curriculum, methodology, evaluation and administration of secondary school mathematics. A decision on the specific topics to be discussed will be made during the first class meeting and may change from year to year.

3 credits

Ed 567 (Ed 308.4) Institute for Greater Understanding and Effectiveness in Mathematics

A week-long program for teachers in Grades 6-11, focusing on learning theory as it relates to mathematics, study of attitudes and feelings. Lectures on number theory, history of mathematics, Euclidian and Non-Euclidian geometry. Applications of mathematics in art, nature and science. Study and use of new materials or old as they relate to the teaching of secondary mathematics. Methodology for teaching problem-solving. Introduction to micro computer (BASIC and LOGO) and calculator, as they relate to secondary mathematics teaching. Guest lectures, workshops and seminars.

3 credits

Ed 568 (Ed 268) Workshop in Curriculum Reorganization

A course intended for those who wish to participate actively in a curriculum reorganization practicum. Each student creates an individual program of studies in a specific discipline, with comprehensive scope and sequence and under the personal supervision of the instructor. The student becomes aware of those curriculum determinants which are pertinent to his or her applied program. *3 credits*

Ed 569 (Ed 267) Secondary School Curriculum: Recent Developments

Current curricular trends and developments; current patterns of organization; revisions in content areas; new directions, problems and issues. The second half of this course will require the student to undertake an intensive study of the recent developments in one of the disciplines. *3 credits*

Ed 590 (Ed 390) Practicum in Teaching

The solving of a practical problem in classroom teaching which involves applying educational research to a specific school situation. *3 credits*

Ed 599 (Ed 399) Seminar in Research

Each person will become familiar with the tools, sources and methods of doing and reporting research by doing supervised research on a self-selected topic. The process and the products are discussed in class meetings. *3 credits*



Courses in Cultural Subjects and Teaching Fields

AS 327 (AS 127) America in Film

This course provides a critical examination of important American films with the intention of exploring the impact of film as a myth-making medium. Some of the topics to be analyzed include: history in film, sexual role playing, social class and institutions, and the religious-ethical assumptions implicit in American films.

3 credits

AS 330 (AS 130) Artist in America

This team-taught course will survey the relationship between various artistic forms in the American experience. The methodology will be interdisciplinary in the examination of the social and cultural milieu which has shaped the artist and his themes. Some of the specific subjects to be covered include: "The Tension Between Popular and 'Serious' Music," "Literature and Painting," "The Role of Cultural Dictators," "Jazz: A Native Art Form," "The Poet in a Mass Society" and "Film: A Collaborative and Popular Art."

3 credits

AS 340 (AS 140) The City in America

This team-taught course will trace the historical development of the American city and its inevitable effect upon the American imagination. After examining the city from an historical and artistic perspective, the focus will shift to social and political analysis. Topics to be covered include: the relationship of the suburbs to the city, state and federal responses to urban problems, the relationship of private enterprise to the city and the continuing impact of media in shaping our attitudes toward the urban environment.

3 credits

AS 345 American Labor: Image and Reality

This course employs an historical mode in its investigation of the American labor movement. Through the years, American workers have adjusted to an evolving economic environment in a variety of ways. This course will focus upon the emergence of trade unionism and the concept of collective bargaining as protective devices employed by the working force in an industrial and bureaucratic environment. Besides examining the facts of trade unionism's impact upon the social and political institutions of America, the course will explore the impact of the media in establishing various attitudes toward the American labor movement.

3 credits

AS/En 372 (AS 272) American Romanticism

Starting with a discussion of Romanticism in general as an intellectual and historical movement, the course looks in depth into one of the most fertile periods of American literature, the American Renaissance (1830-1865). Emphasis will be placed on the divergent qualities of such romantics as Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman.

3 credits

AS/En 373 (AS 273) American Realism and Naturalism

This course concerns itself with the evolution of American realism after the Civil War and the subsequent naturalistic movement in American Literature. The writings of Twain, Howells, DeForest, James, Crane, Dreiser and others.

3 credits

AS/En 374 (AS 274) Modern American Literature

The development of the modern American writer will be traced from the post-World War I era through the Depression and to the period immediately following World War II. The writings of Fitzgerald, Hemingway, Faulkner, Frost, Steinbeck, O'Neill, Mailer, Lowell, Bellow and others.

3 credits

AS/En 375 (En 175) Contemporary American Literature

Significant developments in American fiction and poetry from this period immediately following World War II to the present. The writings of Salinger, Updike, Bellow, Vonnegut, Malamud, Barth, Pynchon, Ginsberg, Ferlinghetti, Sexton and others. *3 credits*

AS/En 376 (En 176) The American Novel

Tracing the American novel from its imitative beginnings to its development as a unique literary form is the matter of this course. Representative novels by Hawthorne, Melville, James, Faulkner, Bellow, etc., will be examined during the semester. *3 credits*

AS/En 475 (AS 275) American Poetry

An intensive study of American poetry; emphasis will be placed on the form and technique which the poet has chosen, as well as on the cultural milieu from which his poetry derives its symbols and meaning. Taylor, Thoreau, Emerson, Whitman, Dickinson, Melville, Pound, Eliot, Stevens. *3 credits*

AS/En 476 (AS 298.3) Existential Themes in American Literature

A study of major Existential themes in selected American authors. As one of the most vital intellectual and moral forces in the 19th and 20th Centuries, Existentialism will be viewed through such human problems as personal identity vs. mass conformity, absurd freedom vs. suicide, responsibility and anguish vs. apathy, and theism vs. non-theism. Emphasis will be placed on the European origins of Existentialism, and European works will be read alongside of American works for comparison of common concerns. Attention will be paid to the Existential Worldview in American authors not conventionally thought of as Existentialists. Among the European writers to be read are Kierkegaard, Kafka, Sartre, Camus and Beckett. Among the American writers are Emerson, Hawthorne, Faulkner, Flannery O'Connor, Miller, Malamud, Ellison, Updike, Bellow and Albee. *3 credits*

AS/Hi 350 (AS 250) Origins of the United States

A study of the roots of American civilization. The colonial systems of Spain, France and England compared; Indian-white relations; the development of Anglo-American institutions; the Puritans and their legacy; the founding of divergent societies in New England, the Middle Colonies and the South; the origin and development of black slavery and white attitudes toward the blacks; the Great Awakening of the 1740's; the Enlightenment in America; the expulsion of France; the coming of the American Revolution; the transition from colonial to national status; the Confederation period and the forming of the Constitution. *3 credits*

AS/Hi 359 (AS 261) Social History of the United States to 1865

This course examines the social factors behind the migration of the English between 1620 and 1640, and the theological and social climate they brought to this country; the contrast between the 17th and 18th centuries; the romanticism of the early 19th century. *3 credits*

AS/Hi 360 (AS 262) Social History of the United States since 1865

This continues an analysis of our society: the culture of the Gilded Age; the influence of modernism on philosophy and religion; the political and social outlook of the Lost Generation, the impact of the Great Depression on our culture. *3 credits*

AS/Po 307 (AS 207) American Law and Social Responsibility

A study of the foundations of modern jurisprudence dealing with the theories and systems of law, the forms and methods of trial, law in the modern world, and societal response. *3 credits*

AS/Po 318 (Po 118) American Political Thought

To be considered are the philosophical roots of American political thought and the influence of the American revolutionaries, constitution-makers, Federalists, Jeffersonians, Jacksonians, Tocqueville, Civil War-makers, examiners of the welfare state, pragmatists, and new frontiersmen on the contemporary American mind and institutions. Challenges and reform of the American political system will also be treated within the scope of political science through an application of the concepts of human nature, idealism, constitutional power and nationalism.

3 credits

AS/Po 369 (AS 216) American Political Campaign Techniques

The primary concerns of the course will be political membership, commitment and life; the creation of issues — precise, imprecise, and new; the making of the candidate — the lion and the fox; successful party organization; role of the communicative media; the actual campaign and its successful organizing of the vote; the election result and the follow-up critique.

3 credits

En 307 (En 222) Advanced Composition and Teaching Writing

This course is designed for English education majors but is open to all students who wish to develop their own expository and creative writing skills while they master practical teaching skills by working with freshman composition students for an hour each week.

3 credits

En 381 (En 282.2) Transformational Grammar and the History of The English Language

This course will cover principally two linguistic fields: transformational grammar and the history of the English language. Students will learn how transformational grammar was initially conceived by Noam Chomsky and how it has been modified into a system concerned with the relation between deep structure and surface structure since the development of Chomsky's *Aspects* model. The students will, in examining the history of the English language, learn how modern applications of these fields will be linked with an examination of semantics and stylistics.

3 credits

En 382 (En 282.3) Traditional and Structural Grammar

Introduction to the principles of modern descriptive linguistics, especially as they relate to present-day English: its grammatical structure, its sound and spelling systems, its vocabulary and rules of usage. Modern English grammar will be approached from both the structural and transformational points of view. Special emphasis will be given to the application of linguistic knowledge to the teaching of the language arts, including composition and stylistic analysis.

3 credits

En 405 (En 205) Literature for Young Adults

The course will focus on the selection and use of a variety of literature, both traditional and contemporary, for the secondary school student. It will emphasize a values approach intended to help students find a common ground between a short story, poem, drama or novel, their own lives and contemporary society.

3 credits

En 482 (En 282.5) The English Language — Form and Function

A course to prepare Teachers of English to Speakers of Other Languages (TESOL) in linguistic analysis, structure of the English language and areas of possible difficulty for the non-native English speaker. Emphasis will be given to phonetic, phonemic, lexical and syntactical areas of interference. Required of all students with a concentration in TESOL.

3 credits

The School through a combination of on-campus and off-campus courses with Cooperative Education Services is providing a program whereby elementary teachers and teachers of other subjects can become certified to teach mathematics.

Ed 467-468-469 Teaching Mathematics at the Secondary Level

Courses in methods and curriculum for teaching arithmetic, algebra and geometry in secondary schools. These courses are part of a concentrated program for elementary teachers and teachers of other disciplines to become certified in mathematics. These courses are coordinated with the content courses and an instructional support system.

7 credits

Ma 111 Differential Calculus

Limits, derivatives, rate of change, minima and maxima, and applications. Limited to teachers seeking certification in mathematics.

3 undergraduate credits

Ma 112 Integral Calculus

Antiderivatives and integrals with application to area problems and continuous probability. (Prerequisite: Ma 111)

3 undergraduate credits

Ma 331 Foundations of Higher Mathematics I

Set theory, logic, functions, equivalence relations. Must be taken in conjunction with Ed 467, Teaching Mathematics at the Secondary Level I.

3 credits

Ma 332 Foundations of Higher Mathematics II

Number systems, number theory, discrete probability. (Prerequisites: Ma 331; Ed 467)

3 credits

Ma 333 Foundations in Algebra

Theory, solutions and applications in abstract and linear algebra. Must be taken in conjunction with Ed 468, Teaching Mathematics at the Secondary Level II.

3 credits

Ma 381 Foundations of Geometry

Modern treatment of Euclidean and non-Euclidean geometry. Must be taken in conjunction with Ed 469, Teaching Geometry.

3 credits

So 486 (So 286) Issues in Multilingual/Multicultural Communications

A course designed to probe the relationship between language usage and variety; patterns of sex discrimination and integration; role stereotyping and specialization across and with modern societies.

3 credits

Bilingual/Multicultural Education

Ed 409 (Ed 309) Workshop in Transculturation

A course which addresses non-verbal communication across cultures, the cross-cultural mind, culture shock, intercultural understanding.

3 credits

Ed 410 (Ed 212A) English Language Arts in the Multicultural Curriculum

Investigation and application of various techniques and components of English language arts taught in bilingual curricula. Speaking, reading, composition, spelling, comprehension, pronunciation, grammar.

3 credits

Ed 412 (Ed 212) Spanish Language Arts in Bilingual-Bicultural Programs

A course designed to aid the teacher in choosing proper and suitable literature of the Spanish speaking world with emphasis on Puerto Rican, Cuban and Mexican works in order to enhance the following: native linguistic competency, English linguistic competency—oral and graphic; appreciation of native literature with emphasis on stylistic and cultural insight. The choice of proper testing techniques for each of the above areas will give special attention to individualized types of learning. Offered in Spanish.

3 credits

Ed 420 (Ed 220.1) Teaching English as a Second Language

This course considers the contrasting of English with the student's native language. Pronunciation, structure and vocabulary are stressed. The use of multi-media is also included.

3 credits

Ed 423 (Ed 323) Principles of Bilingualism

A psycholinguistic study of the various aspects of first language acquisition, second language learning, and compound and coordinate bilingualism.

3 credits

Ed 424 (Ed 323.1) The Bilingual Child

Types of bilingualism; implications for teaching strategies in the target language and in the English as a second language classroom. Approaches to the unique learner-teacher relationship. *3 credits*

Ed 425 (Ed 324) ESL in Bilingualism

Techniques to teach English to the non-native. Emphasis on multi-media and skill development. *3 credits*

Ed 426 (Ed 325) Methods & Materials in ESOL & Bilingual Programs

A course designed to aid the teacher or prospective teacher to develop a variety of teaching methods and materials including testing materials to meet the individual needs of students in a classroom or program. Special emphasis is on linguistics, writing, reading comprehension and listing comprehension in the native language and English. *3 credits*

Ed 427 (Ed 325.6) Analysis of Bilingual and ESOL Materials

To assist teachers in analyzing bilingual and ESOL materials for use in their individual teaching situations. Each class session will treat an in-depth discussion/presentation of use, methodology and practicality of teaching materials. Each teacher will develop rating sheets based on the individual's needs in the teaching situation. Phonological control of the materials will be stressed and students will learn to do control studies of various materials. *3 credits*

Ed 430 (Ed 326) Workshop in Multiethnic Pupil Assessment

A course intended to train the teacher to assess the performance, achievement and intelligence of culturally varied children. The objective is to improve the educational opportunities of these children through proper and commensurate choice of testing materials and placement procedures. *3 credits*

Ed 431 (Ed 326.1) Testing and Assessment: Bilingual and ESL

A course intended to probe the following areas: language dominance; techniques in testing the non-native English-speaking child, the bilingual child; language proficiency and I.Q. assessment of language development and reading comprehension. *3 credits*

Ed 432 (Ed 327) Workshop in Multicultural Curriculum Development

Source of materials, study guides, lesson planning, audiovisual materials, library and resource center, teacher-made materials. *3 credits*

Ed 433 (Ed 327.1) Practicum: Teaching the Non-English Speaking

Participants will be required to teach English to the non-English speaker. Emphasis on methods, techniques, planning, assessment, acculturation, survival English. *3 credits*

Ed 434 (Ed 327.2) The Multicultural Setting, A Practicum

Teaching in a multicultural setting. Emphasis will be placed on curriculum for integrative teaching and learning with special attention given to cultural differences in learning styles and their implication on teaching styles. *3 credits*

Ed 436 (Ed 329) Methods in TESOL

A course designed to present to the student modern methods and special techniques for teaching English to speakers of other languages. The student will be required to actively participate in teaching ESL in a mock situation, to study and discuss modern approaches, and to visit a determined number of ESL classes and to report on such visitations. This course presently meets state certification requirements for teaching English to non-English speaking adults. *3 credits*

Ed 438 (Ed 325.5) Instructional Management of the Multicultural Program

This course will expose the participant to the following: teaching principles of multicultural education, bilingual programs — full maintenance, partial maintenance, transitional, English as a second language. Planning for optimum instruction, curriculum planning for three language strands — native, second language, mixed groups. Scheduling, physical organization of the school and classroom, rationale for pupil grouping patterns. *3 credits*

Ed 441 (Ed 244.3) Teacher & Pupil in the Multicultural Classroom

Multicultural awareness: understanding different cultural systems, the child self-concept. Activities for effective growth. *3 credits*

Ed 451 (Ed 267.1) Teaching Content Area Subjects in the Bilingual Classroom

Laws on bilingual placement, evaluation of available texts in Spanish, evaluation of related classroom materials in the areas of general science, biology, social sciences and mathematics. Adaptation of available school and library materials in English for the bilingual classroom. *3 credits*

Ed 461 (Ed 261.6) Reading in the Multicultural Classroom

Introduction to reading in the bilingual classroom, reading readiness, use of dialect in reading, word recognition, reading comprehension, building reading skills through cultural differences, Basal Reader evaluation and adaptation of material, reading for pleasure, beginning reading in a second language, techniques to evaluate reading proficiency and comprehension. *3 credits*

Ed 471 (Ed 250.0) Multicultural Education: Perspectives

A study of cultural democracy, the ideology of assimilation in education, values, cognitive styles, intercultural variability, sources and theories of inequality in education, culturally different students, multicultural education as a social force. *3 credits*

Ed 485 (Ed 285) Sociological Issues in Multilingual/Multicultural Education

A course intended to provide the classroom teacher with the sociological implications on the educational process of the non-native English speaking child. *3 credits*

Ed 572 (Ed 372) Consultation in Bilingual Schools and Communities

An advanced course focused on the process of consultation with parents, teachers, administrators and mental health professionals working within school and community systems. Emphasis will be placed on defining the role of the consultant, exploration of consultative models and the development and implementation of effective skills applicable to a variety of professional settings. *3 credits*

Ed 591 (Ed 399FL) Seminar in Multilingual/Multicultural Education

Discussions of periodical publication in the field. Each participant will choose an area of concentration for a paper or project. This may be effected by the individual or by small group cooperation. *3 credits*

SE 419 (Ed 325.2) Issues in Bilingualism & Special Education

A course designed to aid the teacher of non-native English speaking children and bilingual children to assess degrees of bilingualism and to recognize a child with a special education problem. How to deal with the “no English” barrier and the special education of the learning disabled child. *3 credits*

Early Childhood

Ed 405 (Ed 201) Exploring Early Childhood

This course will be geared primarily to teachers, parents, leaders and day care workers of children aged infant-5. The emphasis will be on new approaches based on current understandings of child development. *3 credits*

Ed 406 (Ed 206.2) Children and Their Books

Children's literature is the perfect vehicle for getting to know children and in turn helping children to develop self-awareness. With this in mind, this course is designed to introduce to teachers books which will be used as stepping-stones to a variety of activities. Through the demonstrations of lessons, interest centers and "book-jobs," attention will be given to the encouragement of the natural relationship between language arts, music, art and physical education. Attention will be directed toward giving children's authors and illustrators a definite place in school curriculum. *3 credits*

Ed 407 (Ed 204.2) Music and Early Childhood Education

Methods and materials in focusing, engaging, expanding and developing a repertoire of songs, rhymes, and movements to be used with young children as they explore the world of sound and find the music inside themselves for learning and enjoyment. *3 credits*

Ed 411 (Ed 205.4) Administration of Day Care Centers and Pre-Schools

This course offers the directors and teacher directors of pre-school programs the opportunity to identify, experience and strengthen their administrative abilities. As a group, a network of support systems tailored to specific needs of individual directors will be created. There will be opportunities to work with experts in the field of business and management. *3 credits*

Ed 413 (Ed 206.12) Building Curriculum for Pre-School and Young Primary Children

This course gives specific ideas and suggestions for developing learning in all content areas based on the physical and intellectual growth of the young child. Practical math activities, appropriate children's literature, experiential science and creative arts, drama and movement techniques — all with a reading readiness and skill approach. *3 credits*

Ed 414 (Ed 202) Observing and Recording

This course will deal with the skills needed to look at and see children being children, to learn their language, to objectively record the process and to begin to interpret the data collected. *3 credits*

Ed 416 (Ed 304.6) Discipline as a Positive Learning Experience

The reasons behind children's misbehavior will be investigated in this course. Once the child's motivations are understood, the parent or teacher can learn to deal effectively with the causes of misconduct. New and effective methods of dealing with such issues as temper tantrums, stealing, lying, swearing, violence, eating difficulties and disobedience will be explored. *3 credits*

Ed 418 (Ed 304.7) Advanced Workshop in Redirecting Children's Misbehavior

This workshop will provide the opportunity for participants to develop and perfect the skills necessary to encourage children and adolescents to use their strengths in a positive and productive way, and to help those young people be responsible for their own behavior. Methods to encourage "cooperation" in school and at home will be explored. *3 credits*

Environmental Studies

Bi 361 (161) Marine Ecology

A study of marine communities and their environment, with special consideration of ecosystems in the sea. The laboratories will be held on the waters of Long Island Sound. *3 credits*

Bi 366 (166) Marine Pollution

The origin, description, detection, and control of biological and chemical pollutants, and the conservation of terrestrial, aquatic and atmospheric natural resources. Field trips to investigate and characterize changes in Long Island Sound waters which are heavily impacted by heavy metals, hydrocarbons and pesticides. *3 credits*

Ed 475 (Ed 208.3) Integrating Experiences for the Middle & Secondary Grades

This course will explore how a learning community can develop and how real experience can enrich curriculum content and skills. Participants will discuss the personal needs of students and teachers with special attention given to the blending of academic and social living skills. A field experience, a short backpacking trip, will be required. Equipment will be supplied. *3 credits*

Ed 476 (Ed 217.41) Curriculum Development in Environmental Studies

This course asks the participants to consider a model environmental program which has as its goal the interrelatedness of all living things. It makes use of the children themselves, their neighborhoods and a variety of other communities of living things. Games, crafts, books and just plain facts are included to make a program rich in opportunities for learning and growth.

3 credits

Ed 478 (Ed 217.1) A Schooner's Eye View: The Environmental Future of Long Island Sound

This course offers students a unique opportunity to sail on Long Island Sound and gain valuable knowledge of our marine environment. Boarding a schooner on two consecutive weekends, students will make use of charts to locate significant environmental sites, investigate marshes, beaches and the water itself. There will be discussion of the historical development of the area and the changes brought about by population growth. Evening sessions will be devoted to basic analytical techniques utilized in evaluating environmental quality; data indicating the present level of contamination; and legislation that will have an impact on the future of the Sound. A look at the population density and growth trends in Connecticut coastal communities will alert students to possible alternatives for the future. *3 credits*

Ed 479 (Ed 217.51) Using Nature Centers and Other Environmentally Related Groups as Resources for Teaching

Visits will be made to nature centers, zoos and environmentally related companies and organizations to identify ways of using their facilities, services and other resources to enrich your teaching. Your use of their facilities and their assistance to you at your school are both emphasized in this course. *3 credits*

Ed 480 (Ed 217.81) Outside the Classroom: Using the Outdoors for Early Childhood

Starting points will be developed from the immediate environment which can be realistically implemented by teachers, parents, day care workers or leaders within early childhood classrooms or situations. Sessions will include using the outdoors as a base for curriculum building, ways of providing hands-on experiences for children, ten minute field trips and a sensitivity to the outdoors and each other.

3 credits

**Ed 481 (Ed 308.2) Experiential Education:
Canoeing the Connecticut River**

This short term course will combine several crucial aspects of experiential education for the middle school and junior and senior high school teacher. Principles of integrated curricula building will be studied as the group of teachers prepare for and paddle down the Connecticut River for five days. The development of leadership skills, logistic planning, first aid, canoeing, and light-weight camping skills will be learned. Emphasis will be placed on early Connecticut history as well as on literature of the wilderness and strategies for writing in the field. No prior experience in canoeing or camping is necessary. *3 credits*

Ed 482 (Ed 311.35) Marshland Ecology

A one-week course in salt water marshes emphasizing food production and the dependency of marine organisms on wetlands. Selected marshes on Long Island Sound will be the subject of field studies where the class will be able to appreciate the role of wetlands in supporting the larger marine environment and ultimately man. In addition, man-made disturbances, development and pollution will be assessed in field problems dealing with Stamford and Norwalk marshes. Most of this course will be field oriented outdoors. *3 credits*

**Ed 483 (Ed 311.8) Ecological Studies at the
Devil's Den Preserve**

This course will cover the history, development and use of the Preserve, as well as the ecological relationships of the environment. Field exploration and discoveries with resource staff who have helped create this unique scientific and aesthetic study area for environmental studies will be conducted. Students will be able to develop materials for their own use. *3 credits*

**Ed 484 (Ed 312.5) Outdoor Education and
Camping at Devil's Den Preserve**

A methods course of essentials needed to prepare a teacher or group leader to incorporate outdoor education and camping into a regular school program. Orienteering with map and compass, arts and crafts with native materials, field explorations and study as well as menu planning, food purchase, cooking in a primitive situation and development of a campfire program will culminate in an overnight camping experience at the Preserve. *3 credits*

**Ed 487 (Ed 312.1) Backpacking the
Appalachian: Historic, Literary,
Geologic Perspectives**

Experiential education through a hiking experience for four days in northwest Connecticut to study the possibilities of this "extended classroom." Creative writing, group dynamics, organizational techniques and backpacking techniques will be learned. Open to all teachers. *3 credits*

Religious Education

Martin A. Lang, *Program Director*

Religious Education

The program in religious education is structured to give basic scriptural, theological and catechetical foundations to teachers of religion, catechists and directors of religious education.

Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. A thesis that incorporates basic research in the field of religion.

Biblical Studies

This concentration of courses in Old and New Testament is intended to familiarize the student with the biblical methods of higher criticism while providing a hermeneutical approach that serves the needs of religious faith.

Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. A thesis that incorporates basic research in Scripture.

Pastoral Ministry

The purpose of the program concentration in pastoral ministry is to provide academic and experiential preparation for work in several Christian ministries. In addition to course work, supervised internships are available in campus ministry, family ministry, youth ministry, hospital ministry, retreat ministry, prison ministry.

Counseling in Ministry

Individuals with a particular interest in developing counseling skills can combine studies in counseling, psychology and religion, with a supervised internship. Students are prepared to serve in religiously oriented settings requiring counseling assistance, e.g., parishes, Catholic schools, youth work, hospitals, elderly care.

Requirements for the Master of Arts

1. Completion of 30 credits in academic areas selected in consultation with an advisor.
2. Completion of a 3 credit internship and a written research paper which incorporates the specific experience gained from the internship with a personal theological understanding of ministry.



The Fairfield Plan for Religious Education and Pastoral Ministry

The following is a highly compressed statement that should be read twice, first without reference to the "footnotes" which are, in reality, Fairfield's course offerings, then with attention to them so that you will have a very clear picture of where we stand.

A. THE STUDENT IS EXPECTED TO UNDERSTAND HIS/HER CHRISTIAN HERITAGE AND ASSUME HIS/HER OWN PERSONAL FAITH POSITION:

1. The student begins with scripture, discovering that the biblical authors, reflecting their communities, adapted the original teachings of the prophets and then of Jesus to meet pastoral needs and address newly emerging challenges to faith: in a similar way, the student must personally accept biblical faith, then integrate it with the rhythms of his/her own contemporary lifestyle. (a)
2. The student examines how articulations of faith have undergone development through the centuries, reflecting shifting cultural environments and thought patterns as well as variant forms of language. (b)
3. The student realizes that divine revelation is an ongoing reality in the life of the Christian community and that God is always an active participant in the faith-sharing phenomenon. (c)
4. The student finds that faith is nurtured in the first-hand religious experience which has ever been man's best apologia for the existence of God. (d) Christian faith gives man a vision of hope and a viable alternative to despair.
5. Grounded in faith, the student must plumb the depths of his/her motivations, rigorously assessing his/her desire to share faith so that he/she achieves a healthy measure of self-awareness and has a working grasp of his/her own identity. (e)
6. His/Her moral approach must then lead him/her beyond personal ethics to the needs of the world community. (f)

B. AS A PROFESSIONAL, THE STUDENT MUST LEARN TO MEET EACH OTHER PERSON:

7. on his/her own grounds, taking into consideration the ways in which he/she learns best, his/her age, sex, and the social environment in which he/she lives. (g)
8. as an individual acknowledging his/her autonomy in a manner commensurate with his/her psychological maturity, whether child or adult. Faith-sharing never violates human autonomy. It sees its primary role as service. (h)
9. on a believer-to-believer basis. These believer-to-believer encounters are the microcosmic units that comprise the larger Christian community. (i) These interactions, interpenetrated by God's Spirit, are sacramental. Faith-sharing relationships can and do occur outside the Christian community so that non-Christians also have valid ways of knowing God, ways about which Christians can fruitfully learn.

C. AS A PERSON OF FAITH, THE STUDENT MUST HAVE EXPERIENCES OF WORSHIP:

- 10. in the form of spontaneous prayer.
- 11. in the form of communal, liturgical prayer when word and sacrament are linked as inseparable correlates. (j)

Religious education in the Christian tradition has always been a person-to-person, sharing experience. Without this element of human encounter, the best ideas and curriculum models do not breathe the life of Christian faith.

Graduate studies in religious education need to be scholarly and academically disciplined, yet they must also allow for the human interchange that is the essential setting for the faith-sharing experience.

THE FAIRFIELD PLAN

- *RE 416 New Testament Theologies
- *RE 420 Johannine Theology and Present Religious Thought
- *RE 423 (a) Pauline Theology and Religious Thinking Today
- *RE 480 Biblical Theology and Religious Education
- RE 385 The Wisdom Literature of Israel
- RE 405 Contemporary Theology and Culture
- RE 418 (b) Current Christological Issues
- RE 422 (c) The Presence of God in Human Life
- *RE 434 (d) Faith Development in the Family
- ED 441 (e) Psychology of Personal Adjustment
- RE 429 (f) Christian Ethics: Personal and Communal
- RE 441 (g) Human Sexuality and the Christian Life
- *RE 454 (h) Ministry to Families
- RE 403 Women and Ministry
- *RE 575 Internship in Pastoral Ministry
- RE 452 (i) The Church: Varied Patterns of Definition
- RE 414 (j) Religious Anthropology: Worship

(*) Required for Pastoral Ministry

THE INTERNSHIP: Students intern in the following ministries: campus ministry, youth ministry, hospital ministry, family ministry, cultural minority ministry, prison ministry. In addition, they may choose to intern in any other ministry in which they can work with a full-time professional who can serve as their supervisor. The supervisor works with the student on a close personal basis giving a weekly oral critique of the student's performance and submitting a final written report. In this capacity the supervisor serves as an agent of the university receiving a modest stipend for services rendered.

Students intern two days a week for two semesters. Summer interns work a total of 60 days. All interns register for RE 575 which is required over and above the ten courses of the regular program.

The spirit behind the internship is to learn from the best professionals in the country. Students are directed to work with these people in their chosen field of specialization so that they may gain rich experience from on-the-job training.

Courses are offered primarily summers on a rotating cycle, with special electives given by prominent scholars. See the summer catalogue for the specific courses that are available.

Course Descriptions

(The number in parentheses is the one used in previous catalogues.)

RE 403 (RE 303) Women and Ministry

A study of the relationships between women and the priest/prophetic/educational work of the Church. Sexist patterns and language are investigated as obstacles to spiritual growth. Emphasis is on women in contemporary U.S. culture, and on the meaning of sisterhood in this context. *3 credits*

RE 405 (RE 205) Contemporary Theology and Culture

A study of contemporary theological thinking for teachers and clergy centering on the themes of Christian faith as they are understood in today's terms. Present understandings of sin, grace, ongoing creation, redemption, the person and work of Christ, the Holy Spirit and creation are discussed for use in teaching. *3 credits*

RE 411 Foundations of Religious Education

The foundational principles of religious education are explored, addressing such practical issues as curriculum design, religious education resources, organizing a program, involving parents and reaching the adult learner. The objective is to acquaint students with the best current thinking about religious education in principle and practice today. *3 credits*

RE 414 (RE 314) Religious Anthropology: Worship

Prayer, myth, song and ritual as cultic practices adapted to express man's deepest religious needs. Models drawn from the Old and New Testaments as setting patterns for Judeo-Christian forms of worship. The crisis to old forms and present attempts to re-establish prayer; reclaim myth and construct newer participatory models. *3 credits*

RE 416 (RE 316) New Testament Theologies

The synoptic gospels as theological adaptations of the original "Jesus teaching." The evangelists and the primitive Christian community as sharers and shapers of the Word, addressing the current needs of their hearers. A hermeneutical method is developed, using the tools of higher criticism, in order to appreciate and foster biblical faith. *3 credits*

RE 418 (RE 218) Current Christological Issues

Contemporary theological thinking about the person of Jesus and his significance for Christianity today. Traditional doctrinal statements about the Christ of faith compared with current efforts to recover the historical Jesus. The quest to re-establish the centrality of Christ in Christian catechetical teaching. Problems of the self-awareness of Jesus, his divine and human character. *3 credits*

RE 420 (RE 220) Johannine Theology and Present Religious Thought

A study of the gospel according to John from the viewpoint of Christian meditation and mysticism. The gospel is understood as a series of liturgical readings originally used by the early Christian community to reflect on Christ in the light of the Jewish tradition. The stress is on the "now" character of the gospel, as a means of living the Christian life. The tools of higher biblical criticism are used to uncover the basic Johannine themes. *3 credits*

RE 421 (RE 321) Images of the Human: Christian Anthropology

Christian understanding of the human is embodied in the narrative of the Christian story which today is undergoing significant reinterpretation. The course explores recent versions and their implications for our understanding of the brokenness and healing of human life. Special attention is given to the themes of creation, original sin, redemptive strategies and death. *3 credits*

RE 422 (RE 222) The Presence of God in Human Life

An investigation of the problem of God as formulated in contemporary theology with various efforts at reinterpreting the current God language. Attention is focused on the experiences of God in daily human life. The issues are investigated from within the theological framework of Judeo-Christian thought and for the purposes of spiritual growth. *3 credits*

RE 423 (RE 223) Pauline Theology and Religious Thinking Today

Contrasts and similarities between thinking found in the Pauline body of literature and today's approaches to religion and life. Attention to such themes as sin, justification, baptism, eucharist, and church. Readings from Paul and the commentaries. The Pauline themes and church practices as models of study for the religious educator in his/her presentation of Christianity today. *3 credits*

RE 429 (RE 229) Christian Ethics: Personal and Communal

An exploration of newly developing Christian positions in ethics. The community as well as the person in moral decision-making. The personal "ought" as rooted in the social "ought." Man as responder. Major contemporary moral issues will form the background of the course. *3 credits*

RE 433 (RE 333) Religious Counseling and Spiritual Direction

An overview of the psychological and spiritual growth processes provides the foundation for an understanding of spiritual direction and religious counseling. Various models of counseling and direction will be discussed along with such topics as obstacles to spiritual growth, prayer, discernment and referrals. *3 credits*

RE 434 (RE 334) Faith Development in the Family

A study of the faith history of the individual to see how theological and ethical models may be operative in adult faith. The growth of images of faith is analyzed as it develops within families and interweaves with biological and psychological growth. Current theories of faith development are examined. The practical consequences of faith development theories for religious education are discussed. *3 credits*

RE 441 (RE 341) Human Sexuality and the Christian Life

Human sexuality as a complex of emotional, intellectual and physical reactivities integrated with the Christian life. Starting with an exploration of incarnational theology, the course examines the means and possibilities of love as central to Christian faith. It analyzes the tensions and unities implied in what is generally understood by the terms female and male. Against this theoretical background, practical issues will be examined: sex education, sexism in religious institutions, sex as an enhancement to spiritual growth. The objective is to assist religious educators to develop clear Christian positions that incorporate the general cultural interest in sexuality. *3 credits*

RE 452 (RE 352) The Church: Varied Patterns of Definition

The Church studied in the various ways in which it is experienced by the faithful. The Church as currently understood, influenced by Vatican II, and responding to the contemporary challenges directed towards her. The historical roots of the Church are traced from scripture and doctrinal development to show how current understandings are reached. *3 credits*

RE 454 (RE 254) Ministry to Families

A study of the theory and techniques of family-centered catechetics for parishes. Several family-centered models are discussed along with practical outlines for implementation. Particular attention is given to the structures of American Catholic families and their emerging relationships within parish life. The course is intended for all who are working professionally or as volunteers in parish religious education and schools. *3 credits*

RE 480 (RE 380) Biblical Theology and Religious Education

The interrelationships and evolutions of ideas about both God and man traced from the Old through the New Testament. The rich legacy of the faith of Israel couched in psalm, poetry, epic and myth revealing such bed rock concepts as covenant, messianism, redemption, transcendence, spirit and prophetic charisma. The effort will be to "translate" fundamental biblical notions into intelligible and fruitful ideas for contemporary faith. *3 credits*

RE 533 (Ed 319.1) Approaches to Religious Counseling and Spiritual Direction

See course description Cn 500, page 64.

RE 575 (RE 475) Internship in Pastoral Ministry

Internship students select the area of ministry for which they want to prepare. Then, with the approval of the director of the program, they select a professional worker in that field, a person of broad experience who is a full-time salaried employee in the area of ministry chosen by the student. This professional worker agrees to help train the intern and provides consultation services. If the student so chooses, this salaried professional may be obtained directly through the efforts of the pastoral program. Students work along with this professional keeping a written journal of their observations and reflections. These become the research paper, the final requirement for the Master of Arts degree. *3 credits*



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Jean H. Wright

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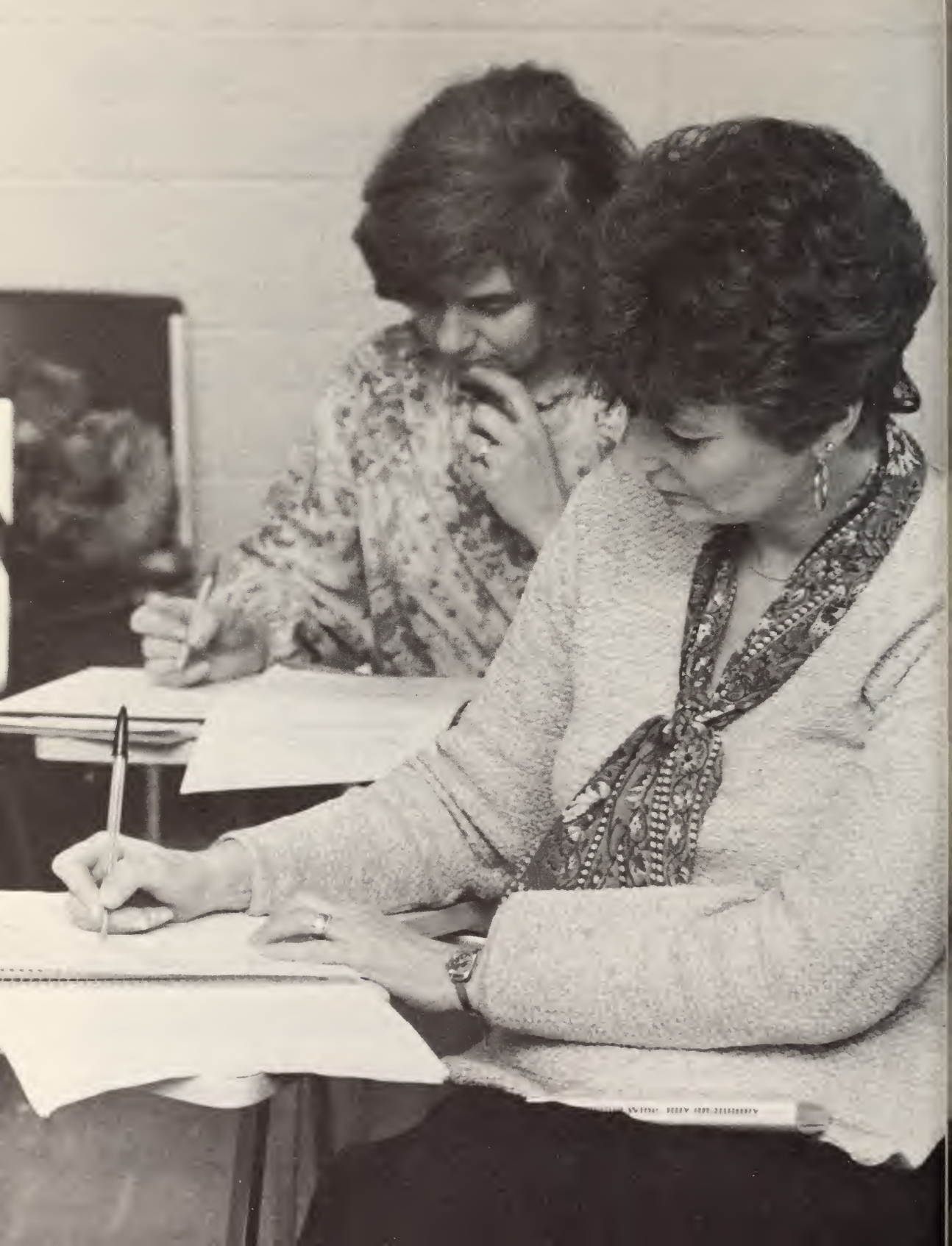
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Administration

William F. Murphy, Ed.D.
Dean

Joanna H. Nicholson, Ed.D.
Director of Summer Sessions and
Extension Programs

Robert F. Pitt, Ph.D.
Director of Graduate Studies



School of Graduate and Continuing Education

Division of Graduate Studies

The academic year consists of two semesters in which courses are conducted primarily in the late afternoon and evening, Monday through Thursday. A limited number of courses are also conducted on weekends. In the summer, courses are conducted on an accelerated schedule.

Calendar 1983-84

Fall Semester 1983

Monday-Friday	
August 1-September 2	Mail and Walk-in Registration
Tuesday & Wednesday	
September 6 & 7	Registration with advisors, 4-6 p.m.
Monday, September 12	Classes Begin
Friday, November 4	Comprehensive Exams, 3:30 p.m. Terminal Written Requirement due
Wednesday-Sunday,	
November 23-27	Thanksgiving Recess
Monday, December 12	Final Exams, Monday classes
Tuesday, December 13	Final Exams, Tuesday classes
Saturday, December 17	Final Exams, Saturday classes
Monday, December 19	Final Exams, Wednesday classes
Tuesday, December 20	Final Exams, Thursday classes

Spring Semester 1984

Monday-Friday,	
December 12-January 18	Mail and Walk-in Registration
Thursday, January 19	Registration with advisors, 4-6 p.m.
Monday, January 23	Classes Begin
Monday-Sunday	
February 20-26	Winter Recess
Friday, March 9	Comprehensive exams, 3:30 p.m. Terminal Written Requirement Due
Monday-Saturday	
May 7-12	Final Exams
Sunday, May 20	Commencement
Summer Sessions 1984 — Dates to be announced	



SCHOOL OF BUSINESS

Master of Science in Financial Management

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A Message from the Dean



The Master of Science in Financial Management program in the School of Business at Fairfield University has the objective of providing qualified, mature individuals with an opportunity to establish or to strengthen their managerial competency in the area of corporate financial management. The program is designed to meet the needs of the corporate community for middle-management personnel by providing a broad understanding of the role of financial management in the corporate environment. It provides specific training in the techniques appropriate to this particular management function.

The program, therefore, takes as its focus the corporation, its objectives and strategies. Although not designed to prepare individuals for careers in the financial markets and institutions per se, the program is of value to those engaged in those activities. Those entering the specific field of financial management, as well as those already employed in the field, will benefit.

The Committee on Graduate Admissions seeks a balance among those enrolled in the program between students holding undergraduate degrees in business and those whose degrees were earned in other areas. The

essential quality for admission is evidence of academic achievement and a strong interest in a career in financial management.

The curriculum blends broadly focused courses such as those dealing with ethical dynamics, environmental and legal issues with specialized offerings such as those in capital budgeting, monetary policy and portfolio analysis.

We welcome your interest in the Master of Science program.

A handwritten signature in dark ink, appearing to read "R. Keith Martin". The signature is fluid and cursive, with a long horizontal stroke at the end.

R. Keith Martin
Dean

The School

The School of Business is the most recent of Fairfield's colleges. As the reputation for the former Department of Business Administration grew, the number of students and the diversity of course offerings became so extensive that, in 1978, the University founded a separate School of Business. There are now 900 full-time undergraduate students in the School.

The status of Fairfield County as the fastest-growing corporate headquarters area in the United States — a strong stimulus to ambitious young people with business career goals — was an added impetus to the founding of the School of Business. This concentration of corporate activity continues to provide students with an external environment that is supportive of their educational pursuits.

In January 1981, in response to a stated need by the business community within the Fairfield area, the School of Business began its Master of Science in Financial Management program.

The selection of the University as the site of the Center for Financial Studies, designed primarily for the continuing education of members of the National Association of Mutual Savings Banks, provides the School of Business with an outstanding facility for use in expanding course offerings and presenting a variety of executive-level programs and seminars.

Admission Criteria

Students who hold a Bachelor's degree in any field from an accredited college or university and who have demonstrated their ability or potential to do high quality academic work are encouraged to apply.

Consistent with normal requirements of the American Assembly of Collegiate Schools of Business, the criteria for admission to the program will be an appropriate undergraduate grade point average and an appropriate score on the Graduate Management Admission Test (GMAT).

The formula score for admission is, generally, 1100, arrived at by multiplying the applicant's undergraduate grade point average by 200 and adding that product to the GMAT score. As a practical matter, this will mean in most cases an undergraduate grade point average of at least 3.0.

In addition, the admission process will require complete official transcripts of all undergraduate work, two letters of recommendation and a self-evaluation of work experience.

A Committee on Graduate Admissions will review all applications and select those who will be accepted into the program.

Admission Procedure

The following items must be on file with the Committee on Graduate Admissions of the School of Business before an applicant may be considered for admission.

- 1) a completed Application for Admission form
- 2) a \$25 application fee payable to Fairfield University
- 3) a statement of self-evaluation of work experience or career objectives
- 4) an official copy of transcripts of all previous college or university work
- 5) completed recommendation forms from two references (one recommendation normally should be from a faculty member and one from a present or former employer)
- 6) a score for the Graduate Management Admission Test

The applicant should submit items 1 through 3 directly to the Committee on Graduate Admissions and arrange for items 4 through 6 to be submitted to the Committee.

Note: Students from non-English speaking countries are required to submit a TOEFL Score Report. Details of the test are available from any U.S. Embassy or information office or from Educational Testing Service.

The Graduate Management Admission Test

The Graduate Management Admission Test (GMAT), offered by Educational Testing Service (Box 966-R, Princeton, NJ 08541), is a test of aptitude rather than a test of business knowledge per se. The test, offered four times each year, examines candidates in two areas, verbal and quantitative. A score is earned in each area and the scores are added together for a total GMAT score which ranges between 200 and 800. The actual required score for admission of an individual candidate into the program depends upon the cumulative grade point average earned in undergraduate work.

Tuition and Fees

The schedule of tuition and fees follows:

Application for admission (not refundable)	\$ 25.00
Registration, per semester	15.00
Tuition per semester hour	140.00
Late registration (Additional)	25.00
Change in individual course	10.00
Deferred Examination	10.00
Qualifying Examination	25.00
Transcript	2.00
Commencement Fee (Required of all degree recipients)	50.00

Tuition and fees are payable at registration.

Any unusual arrangements, e.g., company reimbursement, Veterans Administration payments, and government payments, also must be made during or prior to registration.

Students must pay all tuition costs and fees on the day of registration, even if they are eligible for company reimbursement. The only exception will be if a student has a letter from a company stating that the company will pay Fairfield University *directly* for the course(s).

Letters from companies stating that they will reimburse the student directly upon satisfactory completion of the course *cannot* be accepted as a reason for deferring the payment of tuition and fees.

The University reserves the right to change tuition and other fees whenever it deems necessary.

No degree shall be conferred and no transcripts shall be issued for any student until all financial obligations to the University shall have been met.

Financial Assistance

A number of scholarships have been made available by major business corporations. A student may apply for a scholarship after having been accepted into the program.



General Regulations

Student Programs

All programs of study must be planned with an advisor. In granting approval, the advisor will consider the student's previous academic record and whether or not the prerequisites set forth for the program (i.e., the subject matter contained in the Core courses) have been met.

Time

Students are to complete all requirements of the program within five years after beginning their course work. Each student is expected to make some annual progress toward the degree in order to maintain status in good standing.

Grades

The work of each student is graded on the following basis:

- A Excellent
- B Good
- C Fair (lowest passing grade)
- F Failed
- Inc. Incomplete
- W Withdrew without penalty
- Q Grade not submitted by Professor

The symbol + suffixed to the grades of B and C indicates the upper ranges covered by those grades.

A student who elects to withdraw from a course must do so in writing to the Dean. Refunds will not be granted without a written notice. The amount of tuition refund will be based upon the date the notice is received. Fees are not refundable unless a course is cancelled. (See Refund of Tuition, page 7).

Academic Average

Each grade has a numerical value, as follows: A = 4; B = 3; C = 2; F = 0. The plus (+) is counted as one half of a quality point higher. When the numerical value is multiplied by the credit value of the course, the resulting figure is known as the number of quality points.

The student's average rating is computed by dividing the number of quality points earned by the total number of credits completed, including courses failed. The average is rounded to the second decimal place.

Maintenance of Academic Standards

Students are required to maintain satisfactory standards of scholastic performance.

Candidates for the master's degree must maintain a 3.0 average.

Probation

A student whose overall average falls below 3.0 in any semester is placed on probation for the following semester. If the overall average is again below 3.0 at the end of that semester, the student may be dropped from the School.

Transfer of Credit

Transfer of credit from another approved institution of higher learning will be allowed if it is graduate work done after the completion of a bachelor's program and completed prior to enrolling at Fairfield.

No more than six credits may be transferred, and they must be appropriate to the student's present program. An official transcript of the work done must be received before a decision will be made on approving the transfer. *The student makes application for this transfer of credit on a form provided by the Dean's Office.* No transfer of credit will be considered until 12 semester hours of the student's program have been completed at Fairfield University. Although no credits for C courses may be transferred toward a degree, courses in which C grades were earned may, at the discretion of the Dean, be used for waiving Core courses.

The Program

The Master of Science in Financial Management program consists of a *Core* and an *Area of Specialization*. The Core courses are intensive introductions to the subject areas which would have been covered if a student had earned a B.B.A. or B.S. degree in a business major at the undergraduate level. Therefore, many students admitted to the program may be able to waive selected Core courses on the basis of previous course work or upon the successful completion of a written qualifying examination.

Core Courses

Credits

Bu 400	Managerial Accounting	3
Bu 405	Introduction to Accounting	3
Bu 410	Managerial Economics	3
Bu 415	Mathematics for Business Decisions	3
Bu 420	Statistical Analysis	3
Bu 430	Operations Decisions Research	3
Bu 440	Information Systems	3
Bu 450	Marketing Management	3
Bu 460	Environmental, Legal and Ethical Dynamics	3
Bu 470	Organizational Behavior	3

A minimum of 30 credits in the Area of Specialization are required to earn the Master of Science in Financial Management degree.

Area of Specialization Courses

Credits

Bu 500	Corporate Financial Theory	3
Bu 505	Case Problems in Corporate Financial Theory	3
Bu 510	Management Science and Applied Forecasting	3
Bu 520	Capital Budgeting	3
Bu 530	Monetary and Fiscal Policy	3
Bu 535	Corporate Tax Policy	3
Bu 540	Investment Analysis	3
Bu 545	Portfolio Analysis	3
Bu 550	International Financial Management	3
Bu 555	International Business Operations	3
Bu 560	Financial Markets and Institutions	3
Bu 565	Management Policies for Commercial Banks and Thrift Institutions	3
Bu 570	Organizational Problems	3
Bu 580	Financial Communications: Internal and External	3

Research Seminar (Required of all students)

Bu 590	Research Seminar	6
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Course Descriptions

All courses listed in the Financial Management catalogue are for three graduate credits.

The Core courses are as follows:

Bu 400 Managerial Accounting

An examination of the ways by which financial data are used for planning and control decisions. (Prerequisite: Bu 405 or equivalent)

Bu 405 Introduction to Accounting

An examination of basic concepts and tools of analysis necessary for the collection, recording, quantification and reporting of financial events.

Bu 410 Managerial Economics

An examination of microeconomic theory as applied to the firm. Topics include: theory of demand and price, theory of production and firm costs, competitive and imperfect markets, utility theory and the economics of uncertainty.

Bu 415 Mathematics for Business Decisions

An examination of mathematical concepts and techniques that are relevant for business applications. The course covers matrix algebra and basic differential and integral calculus.

Bu 420 Statistical Analysis

An examination of modern statistical methods preparing the student to understand, utilize and make a variety of relevant analyses of business data. Topics include descriptive statistics and elements of probability theory; the major discrete and continuous probability distributions; methods of estimation; development and tests of hypotheses; linear and multiple regression; simple non-parametric tests; analysis of variance and introduction to experimental designs.

Bu 430 Operations Decisions Research

An examination of the methods for developing decisions, including the identification of the decision, the interaction between the decision

and its environment, and the measurement of the result of the decision. Considerable emphasis will be placed on the research techniques that facilitate the decision-making process. Quantitative methods will be examined including Bayes Theorem, decision trees, the expected value of perfect information, uncertain payoffs and subjective probabilities. (Prerequisite: Bu 420 or equivalent)

Bu 440 Information Systems

An examination of techniques for determining the information needs of the financial manager and for developing the systems whereby that information is available to the manager at the time required, in a format desired and at a cost that is reasonable.

Bu 450 Marketing Management

An examination of analytical and managerial techniques as applied to the marketing function. Emphasis is on the development of a conceptual framework necessary to plan, organize, direct and control the product, promotion, distribution and pricing strategies of the firm. Consideration is also given to the way marketing relates to other units within the firm.

Bu 460 Environmental, Legal and Ethical Dynamics

An examination of the ways in which individual and corporate behavior enters into the sphere of ethics and morality. Consideration will be given to the basis of human rights, private property, consumerism, ecology, energy and their impact on the corporate community. The student will evaluate the major traditions that have strongly influenced our ethical orientations, the conflict between moral and legal spheres, and the impact of such conflict on current issues facing the corporation.

Bu 470 Organizational Behavior

An examination of contributions by psychology and other behavioral sciences toward a better understanding of the art and the process of management. A review of organizational behavior research into numerous aspects of work situation behavior, which isolates the most widely agreed upon and most solidly evidenced findings.

Courses in the *Area of Specialization* are as follows:

Bu 500 Corporate Financial Theory

An examination of contemporary financial theory as applied to the corporation within the existence of efficient capital markets. Consideration is given to utility theory, mean-variance theory, the Modigliani-Miller theory and option pricing theory. (Prerequisites: Bu 405, 410, 415 and 420 or their equivalents)

Bu 505 Case Problems in Corporate Financial Theory

An examination and application of the principles developed in Corporate Financial Theory (Bu 500) to specific financial problems. The objective is a complete integration to the theory and practice of finance, using case studies. (Prerequisite: Bu 500)

Bu 510 Management Science and Applied Forecasting

An examination of the construction and use of mathematical models and forecasting techniques. Linear programming, simulation and decision making under uncertainty will be covered in detail. The classical methods of time-series forecasting will be presented. The emphasis will be placed upon practicality and will have extensive computer support. (Prerequisites: Bu 415 and 420 or their equivalents)

Bu 520 Capital Budgeting

An examination of the decision methods employed regarding long-term asset investment. The course includes the study of quantitative methods used in the capital budgeting process—simulation, mixed integer programming and goal programming. The student will use these techniques and supporting computer software to address questions raised in case studies. (Prerequisite: Bu 500)

Bu 530 Monetary and Fiscal Policy

An examination of Keynesian, Monetarist and Rational Expectations theories of the role of money in the economy, the study of monetary policy goals and their implementation. An examination of federal government fiscal functions and budgets in terms of equity, efficiency and stabilization.

Bu 535 Corporate Tax Policy

An examination of the concepts of taxation with particular emphasis on the corporate sector. Topical coverage includes the formation, operation, reorganization and liquidation of corporations under Federal Tax Law. (Prerequisite: Bu 405 or equivalent)

Bu 540 Investment Analysis

An examination of the determinants of valuation for bonds, stocks, options and futures. The functions of efficient capital markets are stressed in developing the return-risk tradeoffs essential to the valuation process. (Prerequisites: Bu 405, 420 or their equivalents)

Bu 545 Portfolio Analysis

An examination of how individuals and firms allocate and finance their resources through time between risky and riskless assets to maximize utility. An overall model is examined that provides the sense that the portfolio process is both dynamic and adaptive. Consideration is given to: portfolio planning, investment analysis, portfolio selection, portfolio evaluation and portfolio revision. (Prerequisites: Bu 415 and 420 or their equivalents)

Bu 550 International Financial Management

An examination and analysis of the balance of payments, the foreign exchange market, adjustments under fixed exchange rates, exchange controls and the operation of fluctuating exchange rates. Other topics include the criteria for and measurement of the adequacy of international liquidity, legal requirements which cause differences in accounting systems, controls peculiar to multinational companies and proposals for international monetary return. (Prerequisite: Bu 555)

Bu 555 International Business Operations

An examination of the operational strategies applicable to international business in the context of the environmental forces governing the global economy. The principles and tools of analysis for evaluation of opportunities and threats in international markets are discussed,

comprising assessment of the world economic environment by stage of development, the incidence of political risk, the impact of socio-cultural trends and other environmental issues relevant for international trade and investment strategies. On the basis of environmental analysis, the course reviews development of functional strategies in the areas of marketing, finance, organization and production for international business operations.

Bu 560 Financial Markets and Institutions

An examination of financial markets in the context of their function in the economic system. The material will deal with the complexity of the financial markets and the variety of financial institutions that have developed. The dynamic nature of the financial world, which is continually evolving, will be stressed. (Prerequisite: Bu 530)

Bu 565 Management Policies for Commercial Banks and Thrift Institutions

An examination of the range of management problems and opportunities faced by financial institutions. Considerable emphasis will be placed upon the case method to illustrate current and predicted activities in the areas of marketing, planning, organization, communication, personnel and manpower development as the result of economic, legislative, regulatory and competitive forces.

Bu 570 Organizational Problems

An examination of the macro view of the theories, concepts and research on organizational design, including pressures for change, sociological studies of bureaucracy, open systems, socio-technical systems, cognitive limits and human relations, and objectives of organizational development programs. Topics include centralization, decentralization, departmentalization and formalization of the organizational structure. (Prerequisite: Bu 470 or equivalent)

Bu 580 Financial Communications: Internal and External

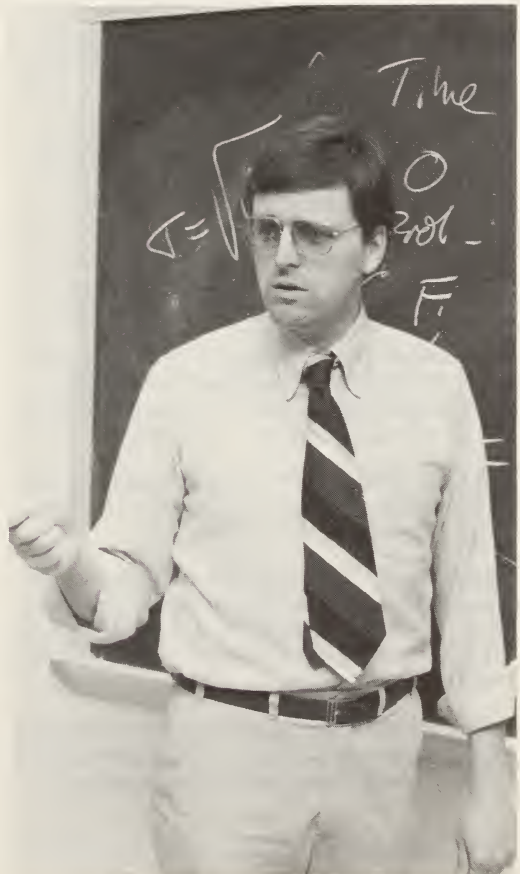
An examination of the analysis and interpretation of financial statements, their use internally for planning and control purposes, and externally by investors, creditors and regulatory

agencies. Financial statements are reviewed to determine measures of liquidity, solvency, capital structure, return on investments and operating performance. (Prerequisite: Bu 405 or equivalent)

Bu 590 Research Seminar

The Research Seminar is the culmination of the Master of Science in Financial Management program. The master's thesis, the formal product of the seminar, is a scholarly application of knowledge achieved during the student's program into a major research project.

As an alternative to the Research Seminar, a student may elect to take two additional 500 level courses (approved by the student's advisor and by the Director of the Graduate Program) for a minimum of 36 credits in the Area of Specialization.



Faculty

Marvin Berkowitz, *Associate Professor of Management and Marketing*

B.A., B.S., Rutgers University; Dip. Ed., University of East Africa; Ph.D., Columbia University.

Richard D. Carter, *Professor of Management*

A.B., College of William and Mary; M.B.A., Columbia University; Ph.D., University of California at Los Angeles.

Gerald O. Cavallo, *Associate Professor of Marketing*

B.B.A., Pace College; M.B.A., Columbia University; M.B.A., Ph.D., City University of New York.

Thomas E. Conine, Jr., *Associate Dean, School of Business; Associate Professor of Finance*

B.S., University of Connecticut; M.B.A., M. Phil., Ph.D., New York University.

Edward J. Deak, Jr., *Professor of Economics*

A.B., M.A., Ph.D., University of Connecticut.

Oscar W. Jensen, *Associate Professor of Quantitative Analysis*

B.S.E.E., University of Connecticut; M.S.E.E., University of California at Los Angeles; Ph.D., University of Connecticut.

Hari Kapadia, *Vice President of Investment Information Processing, Wright Investors' Service*

B.A. (Hons.), M.A., M.S. University of Baroda, India; M.B.A., University of Bridgeport; C.F.A.

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R. Keith Martin, *Dean, School of Business; Professor of Accounting and Information Systems*

A.B., Whitman College; M.B.A., City College of New York; Ph.D., University of Washington; P.E., California; CDP.

Krishna Mohan, *Associate Professor of Marketing*

A.B., University of Delhi; M.A., University of Madras; Ph.D., University of Wisconsin.

Richard A. Montague, *Associate Professor of Information Systems*

B.S.I.E., University of New Haven; M.S.I.E., M.Phil., Ph.D., Columbia University.

Suzanne Page, *Assistant Professor of Finance*

B.S., University of Alabama; M.S., Ph.D., University of Illinois.

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Joan G. Walters, *Professor of Economics*

A.B., M.A., Ph.D., Radcliffe College.

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Suzanne Page, Ph.D.

Finance

Richard A. Montague, Ph.D.

Information Systems

Richard D. Carter, Ph.D.

Management

Gerald O. Cavallo, Ph.D.

Marketing

Director of the Graduate Program

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Group Executive

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Wright Investors' Service

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Dean

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Associate Dean

Committee on Graduate Admissions

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Suzanne Page, Ph.D.

Assistant Professor of Finance

Thomas E. Conine, Jr., Ph.D.

Associate Dean

R. Keith Martin, Ph.D.

Dean



School of Business Master of Science in Financial Management

CALENDAR 1983 - 84

Classes are offered on Tuesday and Thursday evenings and Saturday mornings and afternoons to accommodate those in the program working full-time.

FALL SEMESTER 1983

September 2	Registration Deadline (By Mail)
September 6	Tuesday Classes Begin
September 8	Thursday Classes Begin
September 10	Saturday Classes Begin
November 22-26	Thanksgiving Recess
December 13.	Tuesday Classes End
December 15.	Thursday Classes End
December 17.	Saturday Classes End

SPRING SEMESTER 1984

January 13	Registration Deadline (By Mail)
January 17.	Tuesday Classes Begin
January 19	Thursday Classes Begin
January 21	Saturday Classes Begin
March 12-17.	Spring Recess
April 16-21	Easter Recess
May 1	Tuesday Classes End
May 3	Thursday Classes End
May 5	Saturday Classes End
May 20	Commencement

Summer Session 1984 — To Be Scheduled

University Administration

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Assistant to the President

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Associate Provost

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Dean of the School of Graduate and Continuing Education

Phyllis E. Porter, Ed.D.
Dean of the School of Nursing

Stephen L. Weber, Ph.D.
Dean of the College of Arts and Sciences

Barbara D. Bryan, M.S.
University Librarian

Robert C. Russo, M.A.
University Registrar

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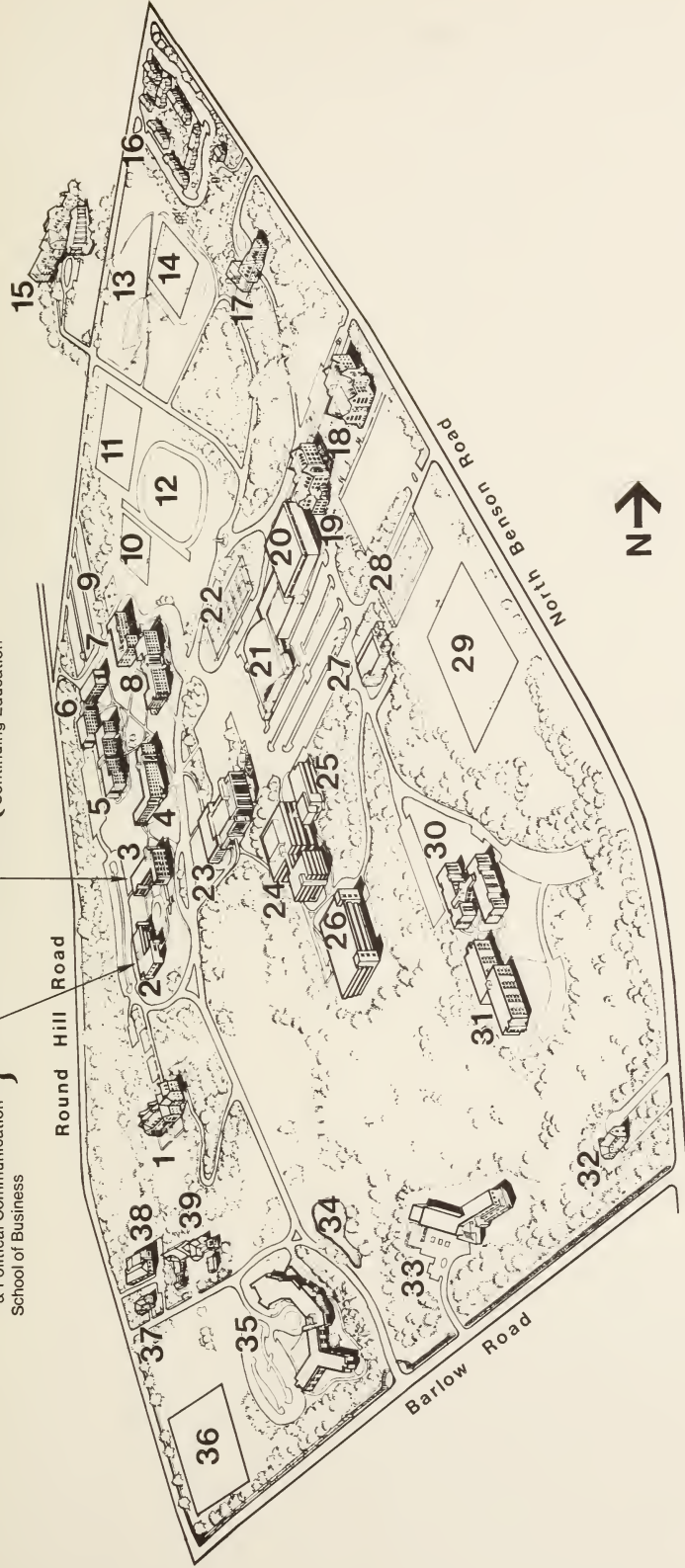
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FAIRFIELD UNIVERSITY CAMPUS

Graduate School of Corporate
& Political Communication } Building #2
School of Business } Building #3 { School of Graduate &
Continuing Education



1. Bellarmine Hall
2. Faculty Office Building
3. Canisius Hall
4. Gonzaga Hall
5. Regis Hall
6. Jogues Hall
7. Campion Hall
8. Loyola Hall
9. Basketball Courts
10. Playing Field

CONNECTICUT TURNPIKE
FROM NEW YORK
Take Exit 22
Left on Round Hill Rd.

11. Intramural Field
12. Varsity Field
13. Baseball Field
14. Alumni Field
15. Julie Hall
16. Student Townhouse Complex
17. McAuliffe Hall
18. Xavier Hall
19. Berchmans Hall
20. Recreational Complex

CONNECTICUT TURNPIKE
FROM NEW HAVEN
Take Exit 22
Right on N. Benson Rd.

21. Alumni Hall - Gymnasium
22. Tennis Courts
23. Campus Center
24. Bannow Science Center
25. School of Nursing
26. Nysellus Library
27. Central Utility Facility
28. Tennis Courts
29. Grauert Field
30. Kostka Hall

31. Claver Hall
32. Jesuit Residence - St. Robert
33. Jesuit Residence - St. Ignatius
34. Bellarmine Pond
35. Center For Financial Studies
36. Barlow Field
37. Southwell Hall
38. Playhouse
39. Maintenance

FROM MERRITT PARKWAY
Take Exit 44
Black Rock Turnpike
Turn Right at Stillson Rd.
Bear Left into N. Benson Rd.

FAIRFIELD
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